LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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	Sylvan Union School District		
Contact Name and Title	Debra Hendricks Superintendent	Email and Phone	dhendricks@sylvan.k12.ca.us 209-574-5000, ext 202

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

The mission of the Sylvan Union School District is to provide a dynamic, broad-based education that prepares each child to be a contributing member of society. The mission is carried out through our commitment to Professional Learning Communities that provides our community an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

The Sylvan Union School District has more than 8,100 Transitional Kindergarten through 8th grade students attending the district's 10 elementary schools and 3 middle schools. In square miles, it is the 3rd largest school district in Stanislaus County covering over 22 square miles and spans a part of the City of Riverbank, the City of Modesto, and some unincorporated areas of Stanislaus County. The district also includes 1 child care center, and other special services. SUSD employs more than 900 full and part-time employees.

The District dedicates the majority of its General Fund Budget to educational services for its students. As a service related organization, salaries and benefits comprise 75% of General Fund expenditures. 6% of total expenditures go to administration. The remainder goes to support the day-to-day operations of educating district students.

This LCAP was approved at the _____ Sylvan District Board of Trustees meeting.

LCAP HIGHLIGHTS

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

With two LCAP goals we are able to focus on specific targets to increase student achievement. Goal A supports student learning in all its facets. Actions under Goal A include a robust professional learning program for all staff; the recruitment, support and retention of highly qualified teachers; and the assurance of facilities that are safe and well maintained. Goal B supports engagement of both students and families.

Sylvan District has been implementing the Professional Learning Community (PLC) process over the last several years. This coming year, as outlined in Goal A, we are contracting with Solution Tree to have two full days of professional learning for all certificated staff. In addition, we are contracting with Solution Tree to provide four full days of embedded coaching at each one of our thirteen school sites that will be tailored to their needs to strengthen the PLC process and implement Response to Intervention (RTI).

Strengthening our current behavior program is also a focus. The school counselors and Board Certified Behavior Analyst will work closely together to address the emotional and social needs of our regular education students. Suspension and expulsion data in 2017-2018 showed there is a need for early intervention for students to provide support and decrease these numbers.

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 California School Dashboard indicates that we have had increased or maintained change when comparing our metric over time. We are proud that our English Learner Progress Indicator, English Language Arts Indicator, and Mathematics Indicator all have shown increases or maintained. We continue to build upon our Professional Learning Communities process and have committed in 2017-2018 to provide early release each week for teachers to collaborate on the 4 tenets of a Professional Learning Community. In addition, training on Common Formative Assessments and essential standards will occur in June 2017 for up to 100 participants. Both the PLC process and June training will be strengthened in 2017-2018 as Sylvan District has contracted with Solution Tree for on-site professional learning. This embedded coaching will provide each school site with four full days of on-site professional embedded coaching with a Solution Tree associate. The focus of the embedded coaching is to strengthen the PLC process as well as build Response to Intervention (RTI) and the training that has occurred. The site administrators and site teacher leaders will analyze data and reflect upon current practice and how to increase or improve services based on current and relevant data. We know that educating a child is a collective effort and that we must look at both the academic and social strengths and needs of every child. District Instructional Coaches, Induction Support, ELD/Literacy Specialists, and Counselors will all help support this in their roles.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

The California School Dashboard Equity Report indicates an Orange (or two pie) performance for the Suspension Rate Indicator. This data is comparing 2013-2014 to 2014-2015 suspension data. Below is a summary with student groups.
Suspension Rates - 2014-2015 Current Status on California School Dashboard
All Students - 2.8%
Students with Disabilities - 4.9%
English Learners - 2.0%
Low Income - 3.6%

As a district we have been analyzing this data, but need to improve in analyzing this data for student groups. We have made changes in our social programs with the addition of school counselors and a Board Certified Behavior Analyst. We would anticipate when the Dashboard is updated in Fall 2018 our percentages will show an improvement.

Our local metric analysis shows an increase in suspensions and expulsions in 2016-2017 over previous years. School sites are being proactive in using alternatives to suspension for students who would benefit from this intervention. The next steps in Sylvan District will be an increased focus by our Board Certified Behavior Analyst and school counselors to work with the Director of Student Support Services, Child Welfare and Attendance in intervening with students and building relationships with the students and families to support the students behavioral and academic concerns.

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

Students with Disabilities student group is a concern for us in regards to performance on the California School Dashboard performance levels on state testing. In both English Language Arts and Mathematics this group is in the "red" and is the lowest performing group in Sylvan District. Although this group made a +2.8 point gain in English Language Arts, they experienced a -3.3 point drop in Mathematics. This data is comparing 2014-2015 to 2015-2016 school years. In 2016-2017 we had new staff in many special education classrooms, as well as a new Director of Special Education and three new Program Specialists, all who oversee the district program. Due to the fact, that students who have been identified as having a learning disability may struggle with the standards more than their peers without learning disabilities, this is an area of need for Sylvan District. The Special Education Department will work closely with site staff to address areas of need.

The Native Hawaiian or Pacific Islander student group on the California School Dashboard performance levels on state testing in both English Language Arts and Mathematics this group is in the "orange." In English Language Arts this student group declined by -11 points and in Mathematics they experienced a -7.7 point drop. Upon investigating who these 60+ students are, it was found that 9 of these students are English Learners, 36 are Socioeconomically Disadvantaged, and 8 are in Special Education. These are three student groups that we already focusing on in Sylvan District. As we move forward, these students will benefit from the focus in the three groups they are included in already.

On the California School Dashboard English/Language Arts and Mathematics Indicators we saw increased or maintained change levels for all students and in all student groups except the two mentioned above and the American Indian or Alaska Native student group. It was determined that the 27 students in this student group are already in student groups that we are focusing on in Sylvan District. With the continued focus on professional learning, Professional Learning Communities process, and Response to Intervention, we anticipate a growth in the change level for next year.

INCREASED OR IMPROVED SERVICES

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.

Sylvan District is currently in declining enrollment and does not receive LCFF Concentration funds. As a district, we have been very precise in the increasing or improving services since LCFF was introduced.

Our ELD program continues to improve as collaboration with regular classroom teachers and our ELD/Literacy Specialists. Hiring the ELD/Literacy Specialists as teachers on special assignment instead of part-time supplemental teachers strengthened our ELD program. Each school site has 1 ELD/Literacy Specialist with our largest elementary school having 2. The ELD/Literacy Specialists work closely not only with their site administrators, but also with the Director of Professional Learning/Induction and the Director of Categorical Programs. The growth we have seen for these students acquiring English is a true testament to the program.

Our low-income students and foster youth come to school with additional needs. We increased our number of counselors from 4 to 11. In 2016-2017 we assigned three counselors to specific areas of need: Foster Youth, Behavior and Attendance. Each of these counselors has one school site and an area of focus. All school counselors work closely with site administrators and the Director of Student Support Services, Child Welfare and Attendance, and provide support to both students and families.

Below are the actions that address the increased or improved services.

GOAL	ACTION	EXPENDITURE
A	A.1 Effective professional learning will be the vehicle for all school staff - teachers, administrators, counselors, and classified staff - to learn to effectively implement the research-based curricular and instructional practices, including technology embedded practices, proposed in State Curriculum Frameworks. Sylvan District learning initiatives for all students, including identified student groups will be the focus.	Director of Professional Learning / Induction
		2 additional days for staff at beginning of year for professional learning
A	A.2 Professional Learning Communities (PLC) consistent protected time will focus on collaborative work on student achievement. Site Leadership Team members, as part of the District Guiding Coalition, will support the PLC process at school sites. Embedded Coaching with Solution Tree in 2017-2018 will focus on Response to Intervention implementation process and continue to strengthen PLCs.	3 Assistant Principals at 7 elementary sites
A	A.3 Library access for all student groups to support pupils research and learning.	Full Time Library Media Assistants
		Librarian
A	A.4 Integrate technology in all content areas supported by professional learning and support by the Director of Technology and Instructional Coaches.	Technology Support Staff
A	A.7 Offer a multi-tiered system of supports (MTSS) as an integrated, comprehensive framework that focuses on State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. Local measures to be used during collaboration to inform instruction with close analysis of student group metrics.	Student Data Management Systems (EADMS)
A	A.9 ELD/Literacy Specialists will continue to implement English Language Development Standards and instructional strategies to support students acquisition of English through a consistent English Language Development (ELD) program that includes both Integrated and Designated ELD. The ELD/Literacy Specialists collaborate with classroom teachers to assure all students receive Integrated ELD and Designated ELD.	ELD/Literacy Specialists 14.0 FTE
B	B.2 Provide opportunities for pupils to form connections with peers and adults through social/emotional support. Opportunities will include pupils who have not made adequate progress or demonstrate attendance or behavioral issues.	Counselors 2.0 FTE
		Materials for Counselors
B	B.3 Promoting positive behavior both inside and outside the classroom so pupils are engaged in school and attending on a regular basis.	Campus Supervisors
		Positive Behavior Intervention Support (PBIS)
		Board Certified Behavior Analyst (BCBA)
B	B.5 School sites will be supported in increasing attendance rates, including pupils in targeted student groups.	Director of Student Support Services/Child Welfare
		Counselor FTE 1.0 with Focus on Student Attendance
B	B.6 Develop school-to-pupil connections, including middle school electives.	Maintain teacher stipends for middle school clubs and sports
		Fine Arts Teachers Maintain Art 2.6 FTE Maintain Art 5.0 FTE
B	B.7 Counselors will provide staff with information on issues and reality barriers that pupils experience with a focus on low income pupils and Foster Youth. Develop a partnership with foster care agencies to increase communication with parents.	Counselor FTE 1.0- Parent Focused and Foster Youth Liaison
B	B.8 To support parent engagement, provide translation and interpretation services	Interpreters
		Translation Service

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	$86,872,798.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$6,854,036.00

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.

The District dedicates the majority of its General Fund Budget to educational services for its students. As a service related organization, salaries and benefits comprise 75% of General Fund expenditures. 6% of total expenditures go to administration. The remainder goes to support the day-to-day operations of educating district students.

$64,991,652.00	Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1

Goal A: Sylvan District will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all pupils, including targeted groups, as well as provide enrichment opportunities that will allow our pupils to acquire 21st century skills.

State and/or Local Priorities Addressed by this goal:

STATE	☒ 1	☒ 2	☐ 3	☒ 4	☐ 5	☐ 6	☒ 7	☒ 8
COE	☐ 9	☐ 10						
LOCAL								

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Increased CAASPP student results:
SBAC ELA/Literacy Overall 2014-2015 - 42% of the students met or exceeded standards, 27% nearly met standard, 30% did not meet standard
SBAC Mathematics Overall 2014-2015 - 32% of all students met or exceeded standards, 32% nearly met standard, 36% did not meet standard

.
2. Increased ELA and Mathematics Benchmark results:
2015-2016 1st & 2nd Trimester Average:
1st - Lang Arts, 78.43; Math 75.41
2nd - Lang Arts 73.35; Math 79.31
3rd - Lang Arts 62.33; Math 82.39
4th - Lang Arts 69.36; Math 72.35
5th - Lang Arts 69.37; Math 69.33

3. Increased English Language Development Test results: (2014-2015 data)
AMAO 1 will increase from 58.3% to 60%
AMAO 2 for English Learners with fewer than five years in language instruction educational program will increase from 24.1% to 25.5%
AMAO 2 in language instruction educational programs 5 or more years attaining English language proficiency will increase from 45.3% to 50%

ACTUAL

1. Increased student achievement results in all identified subgroups; decreased achievement gap. Metric: CAASPP Performance data
SBAC ELA/Literacy Overall 2015-2016 - 46% of the students met or exceeded standards; 26% nearly met standard; 28% did not meet standard
SBAC Mathematics Overall 2015-2016 - 35% of all students met or exceeded standards, 31% nearly met standard, 33% did not meet standard

2. Increased student achievement results in all identified subgroups; decreased achievement gap. Metric: ELA and Mathematics Benchmarks
2016-2017 1st & 2nd Trimester
1st - Lang Arts, Tri1 64, Tri2 76, Avg 64.78; Math Tri 1 80, Tri 2 76, Avg 80.76
2nd - Lang Arts Tri1 32, Tri2 52, Avg 37.2; Math Tri1 75, Tri2 67, Avg 75.67
3rd - Lang Arts Tri1 31; Tri2 53; Avg 31.53 Math Tri1 50; Tri2 76, Avg 50.76
4th - Lang Arts Tri1 50, Tri2 58, Avg 50.58; Math Tri1 58, Tri2 67, Avg 58.67
5th - Lang Arts Tri1 56, Tri2 55, Avg 46.55; Math Tri1 55, Tri2 53, Avg 55.53

3. Increased proficiency percentage Metric: English learner proficiency data (AMAO) (2015-2016 data)
AMAO 1: increased to 62.6
AMAO 2 Fewer Than 5 Years: increased to 28.7%
AMAO 2 5 or More Years: increased to 45.6%

4. Increased reclassification percentage. Metric: English learner reclassification rate 2016-2017 471 students scored Early Advanced or Advanced on CELDT Overall.

4. Increase Reclassification Data
2014-2015 544 RFEP students; in 14-15 RFEPed 199 students
2015-2016 596 RFEP students; in 15-16 RFEPed 162 students

5. Professional learning on research-based instructional strategies focused on State Standards for all students in order to provide a broad course of study (March 2016 data collection)
BrightBytes - 74% of teachers spent 8 hours or less on school sponsored professional learning
BrightBytes - 12% of teachers rated school sponsored professional learning above average.

6. Increase in access to technology (March 2016 data collection)
BrightBytes - 32% of teachers asked their students to complete online assessments at least monthly
BrightBytes - 17% of students were asked to write online at least monthly.

7. Professional Learning Communities protected time:
Strengthening of the PLC process will require more protected time.

8. School Facilities Reports:
Facilities Inspection Tool - Maintain "good repair" status at all sites - 100% in 2015-2016

9. High quality Teachers
CALPADS Report - Maintain 100%

10. Access to Standards Aligned Core Materials
Williams Monitoring - Maintain 100% access

These students must meet other criteria as well, including ELA benchmark assessments.
Currently 700 RFEP students as of 4/3/17 in Sylvan District

5. Increased and improved professional learning. Metric: BrightBytes; Pre/Post Professional Learning Survey (October 2016 data collection)
73% in Fall 2016 Data Collection; 73% in Spring 2017 Data Collection
16% in Fall 2016 Data Collection; 18% in Spring 2017 Data Collection

6. Increased access to technology. Metric: BrightBytes (October 2016 data collection)
58% in Fall 2016 Data Collection; 64% in Spring 2017 Data Collection
26% in Fall 2016 Data Collection; 23% in Spring 2017 Data Collection

7. Increased and strengthened Professional Learning Communities protected time.
Metric: Monday Meetings; Solution Tree Survey in Google Forms
Monday Meeting Schedules 2016-2017

8. School Facilities Reports: Metric: Facilities Inspection Tool
2016-2017 Facilities Reports - 100% in 2016-2017

9. High Quality Teachers: Metric: CALPADS report

10. Access to Standards Based Aligned Curriculum: Metric: Classroom Visits and Ed Services Office Report
Resolution Sufficient Textbooks 16-17 English - 100% in 2016-2017

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

Actions/Services	PLANNED	ACTUAL
	A.1 Effective professional learning will be the vehicle for all school staff - teachers, administrators, counselors, and classified staff - to learn to effectively implement the curricular	The Director of Professional Learning meets on a regular basis with the ELA Implementation teams, both elementary and middle school. These team members then provide

and instructional practices, including technology embedded practices, proposed in State Curriculum Frameworks. Sylvan District learning initiatives for all students, including identified subgroups will be the focus.

professional learning at monthly district wide grade level meetings. The professional learning is focused around the ELA/ELD Framework in relation to the new ELA curriculum.
Additional Professional Learning:
ACSA Special Education Symposium
Aeries Training
Art Conference
Benchmark Advanced
California Association of Administrators of State and Federal Education Programs
California Association for Behavior Analysts
California Association of School Counselors
California Association for the Gifted
California Educational Technolgy Professionals Association
California Reading Conference
Central Valley Counselor's Summit
Coach Bootcamp
Coach Network
Computer Using Educators (CUE)
Crisis Prevention Institute
EADMS
Franklin Covey's Principal's Academy
Foster Youth
Google Apps for Education (GAFE) Bootcamp
Google Apps for Education Lunch and Learns
Instructional Rounds
Math at Stanislaus County Office of Education
Middle School Consortium @ SCOE
National Adapted Physical Education Conference
Next Generation Science Standards
Pareducator Conference
Peer Observation
Positive Behavior Interventions and Suppports
Professional Learning Communities (PLC@Work)
RTI@ Work by Solution Tree
School Attendance Review Board Workshop
Study Sync
Trauma Informed Strategies

ESTIMATED ACTUAL
Professional Learning Registrations and Consultants 5000-5999: Services And Other Operating Expenditures Supplemental 0

BUDGETED
Professional Learning Registrations and Consultants 5000-5999: Services And Other Operating Expenditures Supplemental 15,000

Expenditures

Professional Learning Registrations and Consultants 5000-5999: Services And Other Operating Expenditures Title I 150,000

Professional Learning Conference Expenses 5000-5999: Services And Other Operating Expenditures Supplemental 15,000

Professional Learning Materials 4000-4999: Books And Supplies Title I 3,000

Director of Professional Learning and Induction 1000-1999: Certificated Personnel Salaries Supplemental 132,755

Substitutes 1000-1999: Certificated Personnel Salaries Title I 25,000

Professional Learning Registrations and Consultants 5000-5999: Services And Other Operating Expenditures Title I 141,768

Professional Learning Conference Expenses 5000-5999: Services And Other Operating Expenditures Supplemental 19,200

Professional Learning Materials 4000-4999: Books And Supplies Title I 3,153

Director of Professional Learning and Induction 1000-1999: Certificated Personnel Salaries Supplemental 136,235

Substitutes 1000-1999: Certificated Personnel Salaries Title I 43,499

Action 2

Actions/Services

PLANNED
A.2 Professional Learning Communities consistent protected time will focus on collaborative work on student achievement. Solution Tree PLC@Work participants will support the PLC process at school sites.

ACTUAL
Guiding Coalitions at school sites are to be leading the PLC process. Monday's provided set-aside time for PLC collaboration. This is continuing to improve. The Guiding Coalition meets with the Director of Professional Learning throughout the year to continue to strengthen the PLC process. Solution Tree has been contracted to come to Sylvan District in 2017-2018 instead of sending staff to a PLC@Work Institute.

Expenditures

BUDGETED
Assistant Principals 1000-1999: Certificated Personnel Salaries Supplemental 416,670

PLC@Work Institute Costs 5000-5999: Services And Other Operating Expenditures Title I 63,100

ESTIMATED ACTUAL
Assistant Principals 1000-1999: Certificated Personnel Salaries Supplemental 432,084

PLC@Work Institute Costs 5000-5999: Services And Other Operating Expenditures Title I 0

Action 3

Actions/Services

PLANNED
A.3 Library access for all pupils to support pupils research and learning.

ACTUAL
Students have access to libraries before school, after school, and during recess at all sites. Library Media Assistants provide access to applications on Chromebooks.

Expenditures

BUDGETED
Maintain full time access to libraries at all sites 2000-2999: Classified Personnel Salaries Supplemental 126,912

ESTIMATED ACTUAL
Maintain full time access to libraries at all sites 2000-2999: Classified Personnel Salaries Supplemental 192,657

Action 4

Actions/Services

PLANNED
A.4 Computer hardware and software to enhance instruction and provide pupils with the opportunity to acquire 21st Century skills.

ACTUAL
Technology continues to be updated. The Tech Department determines the model of computers that may need to be updated and requests information from the users. Those

computers are then updated as necessary. Hardware updates at some school sites. WiFi updates. IPad one-to-one roll out at Middle Schools. Sylvan District still has a credit for E-Books Subscriptions, so no additional funds were needed.

Expenditures

BUDGETED
Pupil & Teacher Workstations; Software; Wireless Infrastructure 4000-4999: Books And Supplies LCFF 151,000

E-Books Subscription 5000-5999: Services And Other Operating Expenditures Supplemental 21,000

ESTIMATED ACTUAL
Pupil & Teacher Workstations; Software; Wireless Infrastructure 4000-4999: Books And Supplies LCFF 91,652

E-Books Subscription 5000-5999: Services And Other Operating Expenditures Supplemental 0

Action 5

Actions/Services

PLANNED
A.5 Hire and maintain qualified and trained personnel provided with competitive compensation.

ACTUAL
This continues throughout the year. LCFF funds were not used for classified professional learning this year. Mentors were provided for new teacher support.

Expenditures

BUDGETED
Provide competitive salaries for both Certificated and Classified Staff

Maintain New Teacher Support 5800: Professional/Consulting Services And Operating Expenditures Supplemental 165,000

Director of Human Resources 1000-1999: Certificated Personnel Salaries Supplemental 151,405

Professional Learning and Classified Managers and Staff 5000-5999: Services And Other Operating Expenditures Supplemental 15,000

ESTIMATED ACTUAL
Provide competitive salaries for both Certificated and Classified Staff

Maintain New Teacher Support 5800: Professional/Consulting Services And Operating Expenditures Supplemental 11,518

Director of Human Resources 1000-1999: Certificated Personnel Salaries Supplemental 153,717

Professional Learning and Classified Managers and Staff 5000-5999: Services And Other Operating Expenditures Supplemental 0

Action 6

Actions/Services

PLANNED
A.6 Facilities will be maintained to provide a safe and healthy learning environment.

ACTUAL
All sites met "good repair" status on the Fall 2016 Facilities Inspection Reports.

Expenditures

BUDGETED
Facilities Inspection Tool system - No anticipated cost   0

ESTIMATED ACTUAL
Facilities Inspection Tool system - No anticipated cost   0

Action 7

Actions/Services

PLANNED
A.7 Continue implementation of curriculum for pupils with Moderate to Severe disabilities so that they can access the State Standards.

ACTUAL
Resource Specialists (RSP) use the ELA/ELD adopted curriculum. Same access to technology. iPads in middle schools.   Special Day Class students mainstreamed in General Education classes during various content areas, including Art and Music.

Expenditures

BUDGETED
Curriculum 4000-4999: Books And Supplies Supplemental 5,000

ESTIMATED ACTUAL
Curriculum 4000-4999: Books And Supplies Supplemental 4,915

Action 8

Actions/Services

PLANNED
A.8 Technology Support Staff to support increased technology using a "ticket system" for responses to needs.

ACTUAL
The "ticket system" has been implemented this year, although the technicians often fix "on the spot" needs when they are at school sites. From 8/16 to 4/17 there were 802 tickets completed.

Expenditures

BUDGETED
Technology Support Staff 2000-2999: Classified Personnel Salaries LCFF 107,000

ESTIMATED ACTUAL
Technology Support Staff 2000-2999: Classified Personnel Salaries LCFF 116,375

Action 9

Actions/Services

PLANNED
A.9 Offer a multi-tiered system of supports (MTSS) as an integrated, comprehensive framework that focuses on State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

ACTUAL
The Ed Services team attended the RTI@Work Institute. This team provided professional learning throughout the year to all district and site administrators. This new learning will provide guidance as we continue to learn and develop a plan for MTSS. We must be a strong PLC district for this to effectively take place. Certificated staff was provided with additional instructional materials allocation to support good first instruction, which is the base for MTSS.

Expenditures

BUDGETED
Professional Learning (See A.1) Supplemental 500

RTI@Work Institute 5000-5999: Services And Other Operating Expenditures Title I 10,500

RTI@Work Institute 5000-5999: Services And Other Operating Expenditures Supplemental 750

ESTIMATED ACTUAL
Professional Learning (See A.1) Supplemental 0

RTI@Work Institute 5000-5999: Services And Other Operating Expenditures Title I 8,894

RTI@Work Institute 5000-5999: Services And Other Operating Expenditures Supplemental 900

Instructional Materials Allocation 4000-4999: Books And Supplies Supplemental 155,878

Action 10

Actions/Services

PLANNED
A.10 Using the ELA/ELD Framework as a guide, increase staffs' understanding of ELD standards to ensure English learners are provided with support in accessing the State Standards (credentialed and classified staff).

ACTUAL
The new ELA/ELD adopted curriculum has both Integrated and Designated ELD components that are tied directly to the curriculum used during regular instruction. These components are tied to the new ELD standards with guidance of instruction from the ELA/ELD Framework.

Expenditures

BUDGETED
Books and Supplies 4000-4999: Books And Supplies Title I 2,000
Instructional Materials 4000-4999: Books And Supplies Title I 2,000
Substitutes 1000-1999: Certificated Personnel Salaries Title I 10,000

ESTIMATED ACTUAL
Books and Supplies 4000-4999: Books And Supplies Title I 1,000
Instructional Materials 4000-4999: Books And Supplies Title I 1,000
Substitutes 1000-1999: Certificated Personnel Salaries Title I 8,400

Action 11

Actions/Services

PLANNED
A.11 ELD/Literacy Specialists will continue to implement English Language Development Standards and instructional strategies to support students acquisition of English through a consistent English Language Development (ELD) program that includes both Integrated and Designated ELD. The ELD/Literacy Specialists will collaborate with classroom teachers to assure all students receive Integrated ELD from the classroom teachers and Designated ELD from either the classroom teacher or ELD/Literacy Specialist.

ACTUAL
The ELD/Literacy Specialists are implementing the new ELA/ELD curriculum (Benchmark Advanced and Study Sync). The students are finding success as they are working with the story and concepts in ELD as in the regular education classroom. The conversation between the ELD/Literacy Specialists and regular classroom teachers is stronger as they are both implementing the same program.

Expenditures

BUDGETED
Maintain ELD/Literacy Specialists 14.0 FTE 1000-1999: Certificated Personnel Salaries Supplemental 1,230,248

Technology 4000-4999: Books And Supplies Title III 10,730

Software 5000-5999: Services And Other Operating Expenditures Title III 23,900

ESTIMATED ACTUAL
Maintain ELD/Literacy Specialists 14.0 FTE 1000-1999: Certificated Personnel Salaries Supplemental 1,336,611

Technology 4000-4999: Books And Supplies Title III 1,000

Software 5000-5999: Services And Other Operating Expenditures Title III 0

Action 12

Actions/Services

PLANNED
A.12 Identified Middle School English Learners will have access to core ELA/ELD classes with rigorous academic content, including Newcomers and Long Term English Learners.

ACTUAL
The middle school ELD/Literacy Specialists are implementing the new ELA/ELD curriculum, Study Sync. During content area PLC time the conversations are stronger as they are using the same curriculum.

Expenditures

BUDGETED
Continue and Monitor. No Anticipated Cost 0

ESTIMATED ACTUAL
Continue and Monitor. No Anticipated Cost 0

Action 13

Actions/Services

PLANNED
A.13 Investigate additional support for our English Learner Newcomers at both elementary and middle school grades.

ACTUAL
Sherwood Elementary has implemented a "block schedule" for Newcomer English Learners. Somerset has the most middle school Newcomers, although the other two sites have a few.

Expenditures

BUDGETED
Books and Supplies 4000-4999: Books And Supplies Supplemental 500

ESTIMATED ACTUAL
Books and Supplies 4000-4999: Books And Supplies Supplemental 0

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The 2016-2017 LCAP actions, services and expenditures were mostly implemented. After analyzing stakeholder feedback and metrics, the LCAP Steering Committee determined that the majority of the actions, services and expenditures would continue to be implemented. Professional Learning will continue to be a major focus as we move forward. It was evident in the analysis that with the adoption this year of the ELA/ELD curriculum, integrating technology into all core content lessons, and the continued implementation of the ELD standards that we need to continue to strengthen these areas.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services performed under this goal were effective, although there are still areas of growth. Our metric analysis showed growth in many areas as outlined under the Annual Measurable Outcomes. The English Language Arts Assessment Report on the California School Dashboard Status and Change report for our students groups shows: 1 group increased significant; 8 groups increased; and 3 groups declined. This data is from 2014-2015 to 2015-2016. We are anticipating to show increases with the 2016-2017 state testing results with the implementation of the new ELA/ELD curriculum which is more rigorous than previous curriculum. The Mathematics Assessment Report on the California School Dashboard Status and Change report for our students groups shows: 8 groups increased; 2 groups maintained, and 2 groups declined. This data is from 2014-2015 to 2015-2016. With the strengthening of the Professional Learning Communities process and teacher collaboration, we would expect to see improvement in all areas. Teacher collaboration this year has been more focused on teaching with support from the Director of Professional Learning and the Instructional Coaches.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	A.2 - PLC@Work Institute - Title I Planned $63,100, Actual $0 - Teams will not be attending the PLC@Work Institute in June 2017. Instead, Solution Tree has been contracted to come to Sylvan District and work directly with sites as indicated in A.2 in the 2017-2020 LCAP. A.4 - E-Books Subscription - Supplemental Planned $21,000, Actual $0 - Sylvan District has a credit from previous year's expenditures. No funding for 2017-2020 due to credit. A.5 - New Teacher Support - Supplemental Planned $165,000, Actual $11,518 - Educator Effectiveness Funds were used instead of Supplemental, minus the $10,000 allocated for new teacher mentors. A.5 - Professional Learning for Classified Managers and Staff - Supplemental Planned $15,000, Actual $0 - Other funds were used for classified managers and staff professional learning. A.9 - Instructional Materials Allocation - Supplemental Planned $0, Actual $155,878 - Certificated staff was provided with additional instructional materials allocation to support good first instruction, which is the base for MTSS.

A.11 - Technology - Title III Planned $10,730, Actual $1,000 & Software - Title III Planned $23,900, Actual $0 - Technology and software was not purchased this year with the implementation of new English Language Arts/English Language Development curriculum.

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

Goal A and Goal B are being combined for the 2017-2020 LCAP. It was determined by the LCAP Steering Committee that combining these two goals would provide a more strategic focus on our commitments to all students achieving. Goal A now includes pupils demonstrating proficiency and literacy in 21st century skills.

On the English Language Arts Assessment Report on the California Model Five-by-Five Report, as a district we had a change level of "Increased." With the actions from this year being strengthened and continued to be strengthened in the next few years, we anticipate continued change levels of "increased" or "significantly increased." Each school site used this data, as well as student group data, to determine school plan goals that were aligned with the LCAP.

Action A.4 was determined to be describing a planned expenditure instead of an action. The wording from B.1 was moved to A.4 to reflect the integration of technology and the acquisition of technology. Action A.8 was moved to expenditures for this action regarding technology support staff.

Action A.13 was eliminated, as sites are working with English Learner Newcomers with site-based resources to support these students acquisition of the English Language and state standards.

With the elimination of the 2016-2017 Goal B, the following Actions were moved to Goal A: B.1 became A.4; B.2 became an expenditure for B.1; B.3 & B.4 was integrated into A.8; B.5 was integrated into A.11; B.6 was integrated into A.10.

Annual Update

LCAP Year Reviewed: 2016-17

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 2

Goal B: All pupils, including targeted pupils, in the Sylvan District will demonstrate proficiency and literacy in 21st century learning skills.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Increased CAASPP student results:
SBAC ELA/Literacy Overall 2014-2015 - 19% of the students met or exceeded standards, 24% nearly met standard, 58% did not meet standard
SBAC Mathematics Overall 2014-2015 - 9% of all students met or exceeded standards, 30% nearly met standard, 60% did not meet standard

2. Increased ELA and Mathematics Benchmark results:
2015-2016 1st & 2nd Trimester Average:
1st - Lang Arts, 78.43; Math 75.41
2nd - Lang Arts 73.35; Math 79.31
3rd - Lang Arts 62.33; Math 82.39
4th - Lang Arts 69.36; Math 72.35
5th - Lang Arts 69.37; Math 69.33

3. Increased English Language Development Test results:
AMAO 1 will increase from 58.3% to 60%
AMAO 2 for English Learners with fewer than five years in language instruction educational program will increase from 24.1% to 25.5%
AMAO 2 in language instruction educational programs 5 or more years attaining English language proficiency will increase from 45.3% to 50%

4. Increase Reclassification Data
2014-2015 544 RFEP students; in 14-15 RFEPed 199 students

ACTUAL

1. Increased student achievement results in all identified subgroups; decreased achievement gap. Metric: CAASPP Performance data
SBAC ELA/Literacy Overall 2015-2016 -
46% of the students met or exceeded standards;
26% nearly met standard;
28% did not meet standard
SBAC Mathematics Overall 2015-2016 -
35% of all students met or exceeded standards,
31% nearly met standard,
33% did not meet standard

2. Increased student achievement results in all identified subgroups; decreased achievement gap. Metric: ELA and Mathematics Benchmarks
2016-2017 1st & 2nd Trimester
1st - Lang Arts, Tri1 64, Tri2 76, Avg 64.78; Math Tri 1 80, Tri 2 76, Avg 80.76
2nd - Lang Arts Tri1 32, Tri2 52, Avg 37.2; Math Tri1 75, Tri2 67, Avg 75.67
3rd - Lang Arts Tri1 31; Tri2 53; Avg 31.53 Math Tri1 50; Tri2 76, Avg 50.76
4th - Lang Arts Tri1 50, Tri2 58, Avg 50.58; Math Tri1 58, Tri2 67, Avg 58.67
5th - Lang Arts Tri1 56, Tri2 55, Avg 46.55; Math Tri1 55, Tri2 53, Avg 55.53

3. Increased proficiency percentage Metric: English learner proficiency data (AMAO) (2015-2016 data)
AMAO 1: increased to 62.6
AMAO 2 Fewer Than 5 Years: increased to 28.7%
AMAO 2 5 or More Years: dropped to 45.2%

2015-2016 596 RFEP students; in 15-16 RFEPed 162 students

5. Increased use of instructional technology (March 2016 data collection)
BrightBytes - 10% of teachers report using digital textbooks
BrightBytes - 24% of teachers report almost daily student use of technology
BrightBytes - 15% of teachers report they are highly knowledgeable in digital citizenship skills
BrightBytes - 6% of students report they are taught digital citizenship skills at least monthly
BrightBytes - 19% of teachers rated the qualify of support for technology problems affecting instruction as above average or excellent

6. Professional Learning Communities protected time:
Strengthening of the PLC process will require more protected time.

7. Fitness Gram
2014-2015 Aerobic Capacity - Healthy Fitness Zone - 5th grade increase from 62% to 64%; 7th grade increased from 66.5% to 68%
2014-2015 Flexibility - Healthy Fitness Zone - 5th grade increase from 62% to 64%; 7th grade increase from 63% to 65%

8. CST/CMA/CAPA Science
CST - 5th grade increase from 61% to 63%; 8th grade increase from 85% to 87%
CMA - 5th grade increase from 40% to 43%; 8th grade increase from 43% to 45%
CAPA - 5th grade - not enough valid test scores; 8th grade increase from 56% to 58%

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4. Increased reclassification percentage.   Metric: English learner reclassification rate
2016-2017 703 RFEP Students; in 16-17 RFEPed 154 students

5. Increased and improved professional learning Metric: BrightBytes (October 2016 and March 2017 data collection); Pre/Post Professional Learning Survey
Teachers report using digital textbooks -
57% in Fall 2016 data collection; 57% in Spring 2017 Data Collection
Teachers report almost daily student use of technology -
47% in Fall 2016 data collection; 57% in Spring 2017 Data Collection
Teachers report they are highly knowledgeable in digital citizenship skills -
29% in Fall 2016 data collection; 31% in Spring 2017 Data Collection
Students report they are taught digital citizenship skills at least monthly -
10% in Fall 2016 data collection; 11% in Spring 2017 Data Collection
Teachers rated the qualify of support for technology problems affecting instruction as above average or excellent -
23% in Fall 2016 Data Collection, 34% in Spring 2017 Data Collection

6. Increased and strengthened Professional Learning Communities protected time
Metric: Monday Meetings; Solution Tree Survey in Google Forms

7. Fitness Gram -
2015-2016 Aerobic Capacity - Healthy Fitness Zone -
5th Grade 56.2%; 7th Grade 69%
Unofficial Results for 2016-2017 Aerobic Capacity - Healthy Fitness Zone -
5th Grade 57.1%; 7th Grade 64%
2015-2016 Flexibility - Healthy Fitness Zone -
5th Grade 59.6%; 7th Grade 67.7%;
Unofficial Results for 2016-2017 Flexibility - Healthy Fitness Zone -
5th Grade 58.1%; 7th Grade 66.7%

8. CST/CMA/CAPA Science
Metric: CST/CMA/CAPA Results
This metric is no longer applicable as the state as stopped these assessments and will field test the new California Assessment Science Tests. No results will be available in 2016-2017.

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

Actions/Services

PLANNED
B.1 Promote the use of integrated technology in all content areas by providing professional learning and follow up with Director of Technology and Instructional Coaches.

ACTUAL
The Director of Technology has provided training to all middle school teachers using iPads one-on-one. In addition, some after school sessions were provided as well.
With the implementation of the new ELA curriculum in both elementary and middle schools technology is integrated on a much more. BrightBytes data under Annual Measurable Outcomes provides data.
No consultants were hired this year as all professional learning was done by our Director of Technology and Instructional Coaches.

Expenditures

BUDGETED
Substitutes 1000-1999: Certificated Personnel Salaries Title I 10,000

Consultant 5800: Professional/Consulting Services And Operating Expenditures Title I 10,000

ESTIMATED ACTUAL
Substitutes 1000-1999: Certificated Personnel Salaries Title I 3,325

Consultant 5800: Professional/Consulting Services And Operating Expenditures Title I 0

Action 2

Actions/Services

PLANNED
B.2 Technology Support Staff to support increased technology.

ACTUAL
The Technology Specialist and three Computer Technicians, under the direction of the Director of Technology & Information Systems have completed 802 tickets requesting support as of 4/18/17.
See BrightBytes data under Annual Measurable Outcomes.

Expenditures

BUDGETED
Maintain (See A.10)   0

ESTIMATED ACTUAL
Maintain (See A.10)   0

Action 3

Actions/Services

PLANNED
B.3 Intervention, enrichment and expanded day will be provided to pupils identified by local measures. Data will be analyzed to determine effectiveness.

ACTUAL
Sites are providing opportunities for students to receive additional academic support. No materials were needed as materials from current curriculum was used.

Expenditures

BUDGETED
Title I Site Allocations for Site-Based Programs Teacher Hourly Pay 1000-1999: Certificated Personnel Salaries Title I 80,000

Materials 4000-4999: Books And Supplies Title I 10,000

ESTIMATED ACTUAL
Title I Site Allocations for Site-Based Programs Teacher Hourly Pay 1000-1999: Certificated Personnel Salaries Title I 32,000

Materials 4000-4999: Books And Supplies Title I 0

Action 4

Actions/Services

PLANNED
B.4 Local measures in core content areas will be used to inform instruction. Collaboration will focus on student achievement results to drive instructional change.

ACTUAL
The Assistant Superintendent of Ed Services is collecting this data. This is a year of transition in moving all assessments into the new data management system, EADMS. A majority of teachers are using EADMS for common formative assessments. State testing data is also available and used for collaboration. Collaboration at sites is based on results of assessments answering the 4 PLC questions.

Expenditures

BUDGETED
Student Assessment Data Management System 5000-5999: Services And Other Operating Expenditures Supplemental 49,272

ESTIMATED ACTUAL
Student Assessment Data Management System 5000-5999: Services And Other Operating Expenditures Supplemental 53,310

Action 5

Actions/Services

PLANNED
B.5 Middle Schools will provide additional support for English Learners through English Language Acquisition classes.

ACTUAL
All three middle schools provide English Language Acquisition classes for identified English Learners who need additional support. Supplemental materials, such as the Oxford Dictionaries, are being utilized. The aides support the students in these classes.

Expenditures

BUDGETED
Middle School ELD/Literacy Specialists Salary-Maintain (See A.15) 0

Middle School Paraprofessionals-Maintain 2000-2999: Classified Personnel Salaries Title I 104,963

ESTIMATED ACTUAL
Middle School ELD/Literacy Specialists Salary-Maintain (See A.15) 0

Middle School Paraprofessionals-Maintain 2000-2999: Classified Personnel Salaries Title I 80,041

Action 6

Actions/Services

PLANNED
B.6 Local measures developed using the ELD Standards, in addition to the CELDT and other local measures, will be used to drive instruction for English Learners.

ACTUAL
Elementary sites are using the ELLA in the Data Management System (EADMS) for students in Grades TK-5 and are CELDT Levels 1 and 2. With the transition to the new state English proficiency assessment, the ELLA will provide data on growth from the Fall 2016 CELDT administration.

Expenditures

BUDGETED
No Anticipated Cost 0

ESTIMATED ACTUAL
No anticipated cost. 0

Action 7

Actions/Services

PLANNED

ACTUAL

B.7 Language Learning Plans will be written for all English Learner pupils to measure growth in both language proficiency and content academics. Redesignated students will be monitored for two years after their initial RFEP date. Collaboration between the ELD/Literacy Specialists and classroom teachers will focus on these students' achievements.

We are choosing to not use Language Learning Plans this school year. After conversations with other EL administrators in the county and outside our county, we found that other districts monitor their ELs as they would any other student - through CFAs, summative assessments, and CELDT progress. The difference is that they look at data for their EL students and determine "gaps" and focus on instructional practices inside and outside the regular classroom on how to help those students attain language.

As we build our EADMS database we will be able to efficiently monitor our English Learners in real time. This will allow us to analyze strengths and needs and respond in a timely manner.

We know that the LLPs were not as "user friendly"as we had hoped them to be. Teachers will still be required to meet with EL parents 2x a year (at both parent conferences).

Expenditures	BUDGETED Continue and Monitor 5000-5999: Services And Other Operating Expenditures Title III 6,040	ESTIMATED ACTUAL Continue and monitor 5000-5999: Services And Other Operating Expenditures Title III 0

Action   **8**

Actions/Services	PLANNED B.8 Provide additional academic support for reclassified pupils who have not made adequate progress.	ACTUAL RFEP students are monitored for two years. If it is determined that the student needs additional support, the school site is responsible for providing the same support that would be provided to an English Only student.

Expenditures	BUDGETED Monitor. No Anticipated Cost 0	ESTIMATED ACTUAL Monitor. No anticipated cost. 0

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	After analyzing stakeholder feedback and metrics, the LCAP Steering Committee determined that this goal was reflected in Goal A. The majority of the actions, services and expenditures will continue to be implemented, but through Goal A actions. Goal A Analysis describes the merging of these two goals. For the 2017-2020 LCAP, Goal B will be eliminated. Goal C will now move to Goal B. Goal B.3 regarding intervention and expanded day has been an ongoing conversation this school year. With the implementation of Response to Intervention (RtI) next year, the use of assessments and instructional strategies were strengthened this year, but there are still areas of growth needed.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services performed under this goal were effective, although there are still areas of growth. Although we have increased access to technology for students at all school sites, integrating technology into lessons is still an area that needs attention. Our metric analysis showed growth in many areas as outlined under the Annual Measurable Outcomes. With the access to technology increased, the need for teaching additional digital citizenship skills needs to also be increased and a focus in all classrooms. Although our BrightBytes data collection in March 2017 showed an increase of teachers who reported they are highly knowledgeable in digital citizenship skills, 31% is still very low. The AMAO's for English learner proficiency showed increases as well. The ELD/Literacy Specialists using the same ELA/ELD curriculum this year has increased English Learner responses within the regular classroom. With the phase out of the CELDT and the ELPAC becoming operational in Spring 2017, we will have to rely on other assessments to determine English Learners acquisition of English.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	B.1 Professional/Consulting Services and Operating Expenditures - Title I Planned $10,000, Actual $0 - No consultants were hired this year as all professional learning for technology was done by the Director of Technology and Instructional Coaches. B.7 Services and Other Operating Expenditures - Title III Planned $6,040, Actual $0 - Software was not purchased to create Language Learning Plans for English Learners.
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.	With the elimination of the 2016-2017 Goal B, the following Actions were moved to Goal A: B.1 became A.4; B.2 became an expenditure for A.4; B.3 & B.4 was integrated into A.8; B.5 was integrated into A.11; B.6 was integrated into A.10. The following were eliminated: B.7 and B.8.

Annual Update   LCAP Year Reviewed: 2016-17

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 3

Goal C: Sylvan District will create supportive, welcoming, and engaging campuses for pupils, parents, staff, and community.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Increase Family Engagement
Family attendance rates at schools, program offerings
Aeries Parent Portal - 2015-2016 Parent Logged In:
Middle School 39.78%; Elementary 0.88%
KeepNTrack Volunteer Report:
15,163 hrs (as of 5/5/16)

2. Increase Pupil Engagement
Attendance Rates:
2013-2014 96.28%
2014-2015 96.12%
2015-2016 96.25%
Chronic Absenteeism Rates
2014-2015 10.0%
2015-2016 9.7%

3. Decrease in suspension rates
2012-2013 K-5 283, 6-8 514;
2013-2014 K-5 267, 6-8 465;
2014-2015 K-5 261, 6-8 384
2015-2016 K-5 254, 6-8 433

4. Decrease in expulsion rates
2014-2015 - 16 expulsions
2015-2016 - 8 expulsions (as of 5/3/16)

ACTUAL

1. Increased family engagement
Metric: site family attendance rates and program offerings, Keeping Track Facility
Summary Report; Aeries Parent Portal access
Aeries Parent Portal - 2016-2017 Parent Logged In:
Middle School 43.68%; Elementary 0.12% (as of 4/18/17)
KeepNTrack Volunteer Report:
21,036 hrs (as of 4/18/17)

2. Increased pupil engagement
Metric: Attendance Rates and Chronic Absenteeism Rates
2016-2017 96.20% (as of 2/1/17)
Chronic Absenteeism:
11/14/16 - 6.5%;
2/14/17 - 7.3%;
3/19/17 - 6.7%

3. Increased students connection to school Metric: Suspension Rates
2016-2017 K-5 209; 6-8 331 (as of 3/1/17)

4. Increased students connection to school Metric: Suspension Rates; Expulsion Rates
2016-2017 - 5 expulsions (as of 11/14/16)
2016-2017 - 19 expulsions (as of 2/15/17)

5. Increased connection with students Metric:
CHKS (Nov 2016) data collection:

5. Increased connection with students
California Healthy Kids Survey 2014/2015:
77% feel close to people at school; 58% feel a part of the school
BrightBytes:
39% of students are asked to collaborate online with classmates at
least monthly (March 2016 data collection)

6. Middle School Dropout Rates
Maintain 0% Dropout Rate (2014-2015 data) Metric: LCFF State
Priorities Snapshot

California Healthy Kids Survey 2016/2017:
75% feel close to people at school; 66% feel a part of the school
BrightBytes:
45% in Fall 2016 Data Collection; 48% in Spring 2017 Data Collection

6. Maintain 0% Dropout Rate
2015-2016 Maintained 0% Dropout Rate

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	
Actions/Services	PLANNED C.1 Parent Training Opportunities, including, but not limited to Technology, Special Education, English Learners, State Standards, Elementary to Middle School Transition Nights. Provide parent training on how to assist pupils academically and behaviorally, as well as how to navigate the education system.	ACTUAL School sites have provided a variety of parent opportunities including Anti-Bullying, Math, Science. The school counselors hosted a cyber-safety workshop for families as well as a second annual Career Night.
Expenditures	BUDGETED Consultants 5000-5999: Services And Other Operating Expenditures Supplemental 8,520 Materials 4000-4999: Books And Supplies Title I 1,000 Teacher Hourly Pay 1000-1999: Certificated Personnel Salaries Title I 6,500 Classified Salaries - Child Care, Translator 2000-2999: Classified Personnel Salaries Title I 4,000 Maintain 1.0 FTE Counselor - Parent Focused and Foster Youth Liaison 1000-1999: Certificated Personnel Salaries Supplemental 95,252	ESTIMATED ACTUAL Consultants 5000-5999: Services And Other Operating Expenditures Supplemental 0 Materials 4000-4999: Books And Supplies Title I 318 Teacher Hourly Pay 1000-1999: Certificated Personnel Salaries Title I 457 Classified Salaries - Child Care, Translator 2000-2999: Classified Personnel Salaries Title I 7,432 Maintain 1.0 FTE Counselor - Parent Focused and Foster Youth Liaison 1000-1999: Certificated Personnel Salaries Supplemental 97,749

Action	2	
Actions/Services	PLANNED	ACTUAL

Actions/Services

PLANNED

C.2 Provide opportunities for pupils to form connections with peers and adults.

The counselors meet with students both in small group and individual. We also contracted with Center for Human Services for Somerset Middle School for additional support on that campus. As of April 2017 referrals for Center for Human Services support is 38 students for Tier One support, 9 students for Tier Two support. This staff also has groups revolving around the topics of sadness, relationships, family, and academic. The staff also has grief groups.

Expenditures

BUDGETED
Maintain addition of 4.0 FTE counselors hired in 2014-2015. 1000-1999: Certificated Personnel Salaries Supplemental 362,783

Materials 4000-4999: Books And Supplies Supplemental 5,000

ESTIMATED ACTUAL
Maintain addition of 4.0 FTE counselors hired in 2014-2015. 1000-1999: Certificated Personnel Salaries Supplemental 297,160

Materials 4000-4999: Books And Supplies Supplemental 1,328

Center for Human Services 5000-5999: Services And Other Operating Expenditures Supplemental 23,000

Action 3

Actions/Services

PLANNED
C.3 Promoting positive behavior both inside and outside the classroom so pupils are engaged in school and attending on a regular basis.

ACTUAL
Maintain increased campus supervision at all sites. The Director of Student Support Services offers CPR and additional training as needed.
PBIS is being implemented at Somerset at this time.
The school counselors are developing a district wide anti-bullying plan.
The BCBA hired works under the direction of the Director of Special Education for regular education students.

Expenditures

BUDGETED
Continue with increased campus supervision. 2000-2999: Classified Personnel Salaries Supplemental 16,731

Implement Positive Behavior Intervention Support (PBIS) at sites 4000-4999: Books And Supplies Supplemental 5000

Board Certified Behavior Analyst (BCBA) 1000-1999: Certificated Personnel Salaries Supplemental 101,092

ESTIMATED ACTUAL
Continue with increased campus supervision. 2000-2999: Classified Personnel Salaries Supplemental 18,501

Implement Positive Behavior Intervention Support (PBIS) at sites 4000-4999: Books And Supplies Supplemental 0

Board Certified Behavior Analyst (BCBA) 1000-1999: Certificated Personnel Salaries Supplemental 143,667

Action 4

Actions/Services

PLANNED
C.4 Maintain increased office support to improve pupil attendance. The attendance specialists will meet on a bi-monthly basis as a PLC to discuss strategies on how to decrease chronic attendance.

ACTUAL
The Director of Categorical Programs began the year meeting with the Attendance Staff from all sites. At the first meeting they were trained on how to find students with chronic absenteeism in Aeries Analytics. The team shared

ways in which they are tracking students at their sites as well as contact with families. One of the school counselors has been given the charge of focusing on attendance. The counselor is meeting with this group monthly to develop district wide strategies.

Expenditures

BUDGETED
Maintain increased 1.375 FTE office support 2000-2999: Classified Personnel Salaries Supplemental 36,590

ESTIMATED ACTUAL
Maintain increased 1.375 FTE office support 2000-2999: Classified Personnel Salaries Supplemental 36,590

Action **5**

Actions/Services

PLANNED
C.5 School sites will be supported in increasing attendance rates, including pupils in targeted subgroups.

ACTUAL
The Director of Student Support Services/Child Welfare works closely with sites regarding attendance. A Stanislaus County Sheriff STAR volunteer works with Sylvan District as support as well.

Expenditures

BUDGETED
Director of Student Support Services/Child Welfare 1000-1999: Certificated Personnel Salaries Supplemental 150,534

ESTIMATED ACTUAL
Director of Student Support Services/Child Welfare 1000-1999: Certificated Personnel Salaries Supplemental 160,221

Action **6**

Actions/Services

PLANNED
C.6 Develop school-to-pupil connections

ACTUAL
Increased access at all school sites.
5 middle school elective classes were added without a cost due to current staffing ratios.

Expenditures

BUDGETED
Maintain teacher stipends for middle school clubs and sports 1000-1999: Certificated Personnel Salaries Supplemental 93,015

Fine Arts Teachers Maintain Art 2.6 FTE, Music 5.0 FTE 1000-1999: Certificated Personnel Salaries Supplemental 390,822

7th/8th Grade Elective Teachers 1000-1999: Certificated Personnel Salaries Supplemental 450,000

ESTIMATED ACTUAL
Maintain teacher stipends for middle school clubs and sports 1000-1999: Certificated Personnel Salaries Supplemental 36,957

Fine Arts Teachers Maintain Art 2.6 FTE, Music 5.0 FTE 1000-1999: Certificated Personnel Salaries Supplemental 394,780

7th/8th Grade Elective Teachers 1000-1999: Certificated Personnel Salaries Supplemental 0

Action **7**

Actions/Services

PLANNED
C.7 Counselors will provide staff with information on issues and reality barriers that pupils experience with a focus on low income pupils and Foster Youth.

ACTUAL
One school counselor has a focus of Foster Youth students. She connects with these students throughout the school year and works with local foster youth agencies as well as the Stanislaus County Office of Education Foster Youth contact.

Expenditures

BUDGETED
Maintain Counselor FTE 1.0 - Expenditures in C.1   0

ESTIMATED ACTUAL
Maintain Counselor FTE 1.0 - Expenditures in C.1   0

Action   8

Actions/Services

PLANNED
C.8 Provide translation and interpretation services

ACTUAL
Translation and interpretation services were provided for all school sites.

Expenditures

BUDGETED
Interpreters 2000-2999: Classified Personnel Salaries Supplemental 3,620
Translation Service 5000-5999: Services And Other Operating Expenditures Supplemental 3,000

ESTIMATED ACTUAL
Interpreters 2000-2999: Classified Personnel Salaries Supplemental 1,000
Translation Service 5000-5999: Services And Other Operating Expenditures Supplemental 7,544

Action   9

Actions/Services

PLANNED
C.9 Develop a partnership with foster care agencies to increase communication with parents.

ACTUAL
One school counselor has a focus of Foster Youth students. She connects with these students throughout the school year and works with local foster youth agencies as well as the Stanislaus County Office of Education Foster Youth contact.

Expenditures

BUDGETED
No Anticipated Cost   0

ESTIMATED ACTUAL
No anticipated cost.   0

Action   10

Actions/Services

PLANNED
C.10 Provide social/emotional support for redesignated pupils who have not made adequate progress or demonstrate attendance or behavioral issues.

ACTUAL
RFEP students are provided social/emotional support as needed.

Expenditures

BUDGETED
Maintain FTE Counselors hired in 2014-2015 (See C.2)   0

ESTIMATED ACTUAL
Maintain FTE Counselors hired in 2014-2015 (See C.2)   0

Action   11

Actions/Services

PLANNED
C.11 ELD/Literacy Specialists will increase and improve parent/guardian communication and support concerning the progress of redesignated pupils.

ACTUAL
The ELD/Literacy Specialists monitor the progress of the redesignated pupils throughout the year. Communication with teachers and site administrator occurs if there are concerns. Parent/guardians communication occurs if students are not making progress.

Expenditures

BUDGETED
No Anticipated Cost   0

ESTIMATED ACTUAL
No anticipated cost.   0

Action   **12**

Actions/Services	PLANNED C.12 Provide opportunities for pupils to experience educational opportunities connected to classroom instruction.	ACTUAL Field trips occur throughout the school year. 6th Grade Camp opportunity was provided for all 6th grade students.
Expenditures	BUDGETED Field Trips 5000-5999: Services And Other Operating Expenditures Supplemental 30,425 6th Grade Camp 5000-5999: Services And Other Operating Expenditures Supplemental 102,100	ESTIMATED ACTUAL Field Trips 5000-5999: Services And Other Operating Expenditures Supplemental 24,667 6th Grade Camp 5000-5999: Services And Other Operating Expenditures Supplemental 142,938

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.	After analyzing stakeholder feedback and metrics, the LCAP Steering Committee determined that the majority of the actions, services and expenditures would continue to be implemented. This year, an additional counselor was hired with federal funds. With this additional counselor we were able to assign two current counselors to district roles focusing on attendance and anti-bullying. Our analysis of metrics shows that students are feeling more engaged in their schools. We derive this from declining chronic absenteeism rates and from grade 7 California Healthy Kids Survey which shows an increase in students who self-report feeling connected to school. Parent engagement increased as shown in our Actual Annual Measurable Outcomes above under Increase Family Engagement.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	When analyzing the Suspension Indicator on the California School Dashboard: 2013-2014, 217 students suspended; 2014-2015, 245 students suspended; 2015-2016, 268 student suspended (CALPADS); as a district we have seen an increase in the number of students who were suspended. The Director of Student Support Services, Child Welfare and Attendance works closely with school sites on suspensions and expulsions. School sites are implementing a variety of alternatives to suspension so it is anticipated that the suspension numbers should begin to decrease. Although our district attendance rate is still above 96%, using our student information system, we determined our chronic absenteeism in 2015-2016 was 9.7% with this years as of March 19, 2017 being 6.7%. We have established an Attendance Task Force led by a school counselor whose focus is attendance. Action C.4 "actual" discusses how these meetings were moved from the Director of Categorical Programs to the school counselor.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

C.2 Certificated Personnel Salaries - Supplemental Planned $362,783, Actual $297,160 - Salaries were not as high as planned.
C.2 Center for Human Services - Supplemental Planned $0, Actual $24,000 - The need for these services arose after the LCAP had been approved.
C.6 Certificated Personnel Salaries - Supplemental Planned $450,000, Actual $0 - The cost of 7th/8th grade elective teachers was not expended as elective classes were added without a cost due to current staffing ratios.

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

Goal C metrics shows both increases and maintaining levels of data. The focus for the school counselors in 2017-2018 school year will be to work with students and staff to ensure that students are more deeply connected, emotionally as well as academically, in their school. Counselors currently meet with students in both small and individual sessions as well as do class presentations. Our concern is that our suspension and expulsion rates have increased this year. Parent engagement is a key to this concern as well.
Goal C will now be Goal B with the merging of the current Goal A and Goal B.

Stakeholder Engagement

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Multiple meetings involved consulting with all stakeholder groups. These meetings included site parent meetings, School Site Council, District English Language Parent Advisory Committee, Parent Advisory Committee, district leadership, site leadership, English learner parents, students, and the community at large. Stakeholders also had the opportunity to provide feedback on the district website.

District Parent Advisory Committee –September 2016, January 2017, May 2017
District English Learner Parent Advisory Committee –February 2017, May 2017
Sylvan Board of Trustees – On-going communication in Friday updates. Board of Trustees Meeting updates on 11/15/16, 1/31/17, 2/21/17, 3/7/17, 3/21/17, 4/18/17, 5/9/17, 5/30/17.
Site Community Meetings - September 2016-February 2017
Community Electronic Community Feedback – August 2016 - March 2017
Staff Electronic Community Feedback – January-February 2017
School Site Council Meetings – November 2016, May 2017
Elementary and Middle School Pupils – January - February 2017
Union Representatives consultation (certificated and classified)– 11/17/16, 5/24/17
1st Interim Budget Report - January 2017
Site and District Administrators – November 2016, February 2017
LCAP Steering Committee – 11/17/16, 5/4/17
District Professional Learning Communities Guiding Coalition - 10/18/16, 1/24/17, 4/25/17
Superintendent's Classified and Certificated Focus Groups - Multiple dates throughout the school year to consult on LCAP.
Members of public opportunity to submit written comments - May 2017

Throughout the 2016-2017 school year ongoing consultation meetings were held with stakeholder groups to evaluate the impact of actions and services on students, families, and staff. Each stakeholder group was consulted with to review implementation of the 2016-2017 Local Control and Accountability Plan. The feedback generated during these stakeholder groups meetings identified the actions/services that should be continued, increased, and/or improved for the 2017-2020 LCAP.

Input gathered from stakeholder groups through March was reviewed and informed revisions to the LCAP were completed by early May.

The Local Control and Accountability Plan 2016-2017 Annual Update and the 2017-2020 LCAP was posted to the Board of Trustees Meeting agenda on May 30, 2017 for the Public Hearing.

IMPACT ON LCAP AND ANNUAL UPDATE

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

The LCAP was reviewed and updated in collaboration with all stakeholder groups, including students, staff, parents, and community.   Data was analyzed by our stakeholders which provided a "Big Picture" of the particular needs of our students; academically, socially and emotionally.   Feedback from stakeholders meetings was analyzed to determine the

desire of our community in the update of the LCAP. This information in turn drove the revision of the Local Control Accountability Plan in a manner that we believe will meet those articulated needs.

Sylvan will continue to organize and optimize resources to ensure every student is well prepared for success.

Within the context of core knowledge instruction, pupils must also learn the essential 21st Century learning skills for success in today's world, such as critical thinking, problem solving, communication and collaboration.

We view the LCAP process as a never ending cycle of continuous improvement. We have and will continue to engage in the data based, systematic review of needs, gaps, causes, actions, and evaluation to ensure the best possible educational services are provided to all students and families. The Mission of the Sylvan Union School District is to provide a dynamic, broad-based education that prepares each child to be a contributing member of society. In order to achieve the mission and create this type of learning community, SUSD recognizes the need for broad stakeholder consultation and engagement.

Participants in stakeholder groups included individuals who participated in the 2016-2017 Local Control and Accountability Plan development process as well as individuals who were new to the process. Each meeting included a recap of the purpose of Local Control Funding Formula and the 8 State Local Priorities as well as the role the Local Control and Accountability Plan plays in guiding decision making relative to actions and services designed to meet the eight state priorities and ways to increase and improve services to students.

Stakeholder consultation was put into an understandable format that was provided to the LCAP Steering Committee when meeting on May 4, 2017 for the development of the 2017-2020 LCAP.

When consultation with the stakeholders was conducted for the LCAP, it was determined that some of the 2016-2017 actions/services would be able to be combined. They believed that by combining some of these actions/services the LCAP would be more coherent and understandable to all stakeholders. It was also determined that Goal A and Goal B were essentially meeting the same targets, so for the 2017-2020 LCAP these two goals and actions will be combined. The current Goal C will be rolled into a new Goal B.

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.

☐ New	☒ Modified	☐ Unchanged

Goal 1

Goal A: Sylvan District will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all pupils, including targeted groups, as well as provide enrichment opportunities that will allow our pupils to demonstrate proficiency and literacy in 21st century skills.

State and/or Local Priorities Addressed by this goal:

STATE   ☒ 1   ☒ 2   ☐ 3   ☒ 4   ☐ 5   ☒ 6   ☒ 7   ☒ 8

COE   ☐ 9   ☐ 10

LOCAL

Identified Need

1. Increased achievement for all pupils, decrease achievement gaps
2. Increase progress and proficiency of English Learners
3. Kindergarten through 8th grade implementation of the California State Standards, including English Language Development (ELD) Standards
4. Provide high quality, consistent ELD program
5. Continued support of professional learning for certificated and classified staff
6. Continued support of Professional Learning Communities
7. Increase integration of instructional technology
8. Maintain high quality teachers in all classrooms
9. Maintain facility conditions

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. SBAC ELA/Literacy & Mathematics	SBAC: 2014-2015 ELA/Literacy: All Students: 42.6% Standard Met or Exceeded English Learners: 1.3% Standard Met or Exceeded Low Income: 36.7% Standard Met or Exceeded	SBAC: 2016-2017 ELA/Literacy: All Students: 65% Standards Met or Exceeded English Learners: 35% Standards Met or Exceeded Low Income:	SBAC: 2017-2018 ELA/Literacy: All Students: 83% Standards Met or Exceeded English Learners: 70% Standards Met or Exceeded Low Income:	SBAC: 2018-2019 ELA/Literacy: All Students: 100% Standards Met or Exceeded English Learners: 100% Standards Met or Exceeded Low Income:

	2014-2015 Mathematics: All Students: 31.9% Standard Met or Exceeded English Learners: 2.6% Standard Met or Exceeded Low Income: 26.5% Standard Met or Exceeded	55% Standards Met or Exceeded 2016-2017 Mathematics: All Students: 57% Standards Met or Exceeded English Learners: 25% Standards Met or Exceeded Low Income: 55% Standards Met or Exceeded	80% Standards Met or Exceeded 2017-2018 Mathematics: All Students: 79% Standards Met or Exceeded English Learners: 70% Standards Met or Exceeded Low Income: 80% Standards Met or Exceeded	100% Standards Met or Exceeded 2018-2019 Mathematics: All Students: 100% Standards Met or Exceeded English Learners: 100% Standards Met or Exceeded Low Income: 100% Standards Met or Exceeded
2. Sylvan District ELA and Mathematics Benchmarks - Percentage of students performing at or above grade level	2016-2017 1st & 2nd Trimester Average At or Above Grade Level: 1st-Lang Arts 65; Math 81 2nd -Lang Arts 37; Math 76 3rd -Lang Arts 31 Math 51 4th -Lang Arts 51; Math 59 5th -Lang Arts 47; Math 56 6th -Lang Arts 64; Math 64 7th -Lang Arts 52; Math 43 8th -Lang Arts 57; Math 50	2017-2018 Trimester Average At or Above Grade Level: 1st - Lang Arts, 80; Math 85 2nd - Lang Arts 65; Math 80 3rd - Lang Arts 65; Math 70 4th - Lang Arts 70; Math 75 5th - Lang Arts 70; Math 70 6th - Lang Arts 75; Math 75 7th - Lang Arts 70; Math 70 8th - Lang Arts 70; Math 70	2018-2019 Trimester Average At or Above Grade Level: 1st - Lang Arts, 90; Math 95 2nd - Lang Arts 85; Math 90 3rd - Lang Arts 85; Math 85 4th - Lang Arts 85; Math 90 5th - Lang Arts 85; Math 85 6th - Lang Arts 90; Math 90 7th - Lang Arts 85; Math 85 8th - Lang Arts 85; Math 85	2019-2020 Trimester Average At or Above Grade Level: 1st -Lang Arts, 100; Math 100 2nd -Lang Arts 100; Math 100 3rd -Lang Arts 100; Math 100 4th -Lang Arts 100; Math 100 5th -Lang Arts 100; Math 100 6th -Lang Arts 100; Math 100 7th -Lang Arts 100; Math 100 8th -Lang Arts 100; Math 100
3. English Language Development Test	This will be determined based on the new English Language Proficiency Assessments for California (ELPAC) that will be operational in Spring 2017.	This will be determined based on the new English Language Proficiency Assessments for California (ELPAC) that will be operational in Spring 2017.	This will be determined based on the new English Language Proficiency Assessments for California (ELPAC) that will be operational in Spring 2017.	This will be determined based on the new English Language Proficiency Assessments for California (ELPAC) that will be operational in Spring 2017.
4. English Learner Reclassification Rate	2014-2015 - 198 English Learners reclassified	Increase by 2%	Increase by 2%	Increase by 2%
5. Fitness Gram	2015-2016 Aerobic Capacity - Healthy Fitness Zone - 5th Grade 56.2%; 7th Grade 69% 2015-2016 Flexibility - Healthy Fitness Zone - 5th Grade 59.6%; 7th Grade 67.7%	Increase by 2%	Increase by 2%	Increase by 2%
6. Professional learning on research-based instructional	BrightBytes March 2016:	Increase all by 5%	Increase all by 4%	Increase all by 3%

Metric	Baseline			
strategies focused on State Standards for all students in order to provide a broad course of study	73%- Teachers' time spent on school-sponsored professional learning 12% - Percent of teachers considered this professional learning above average SUSD Online Learning Survey May 2017: Since becoming a teacher, have you taken any online courses to improve your skills or learn new content? 52% Yes			
7. Access to technology	BrightBytes March 2016: 32% of teachers asked their students to complete online assessments at least monthly 17% of students were asked to write online at least monthly.	Increase both by 5%	Increase both by 5%	Increase both by 5%
8. Use of instructional technology	BrightBytes March 2016 10% of teachers report using digital textbooks 24% of teachers report almost daily student use of technology 15% of teachers report they are highly knowledgeable in digital citizenship skill 6% of students report they are taught digital citizenship skills at least monthly	Increase by 50%	Increase by 30%	Increase by 5%
9. Professional Learning Communities (PLC) Progress regarding implementation of standards including all students, included targeted student groups, as demonstrated increase in student achievement in Metric #1 above and for English language proficiency in Metric #3 above.	PLC Survey Fall 2016-2017 - Learning as our fundamental purpose - Average score 2.54 Building an collaborative culture through high-performing teams - Average score 2.76 A focus on results - Average score 2.61	Increase to average 3.00	Increase to average 3.25	Increase to average 4.0
10. School Facilities Inspection Reports	Maintain 100%	Maintain 100%	Maintain 100%	Maintain 100%

11. High Quality Teachers appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching	CALPADS Report 2016-2017 100%	Maintain 100%	Maintain 100%	Maintain 100%
12. Access to Standards Aligned Core Materials	Board of Trustees Resolution Sufficient Textbooks - 100% in 2016-2017	Maintain 100%	Maintain 100%	Maintain 100%
13. California Assessment Science Test	Baseline will be set in 2017-2018	Growth	Growth	Growth
14. Middle School Drop Out Rate	DataQuest - 2015-2016 0%	Maintain 0%	Maintain 0%	Maintain 0%
15. Sylvan District is not a high school district so the high school metrics for Priority 4 are not applicable.	Sylvan District is not a high school district so the high school metrics for Priority 4 are not applicable. so the high school metrics for Priority 4 are not applicable.	Sylvan District is not a high school district so the high school metrics for Priority 4 are not applicable.	Sylvan District is not a high school district so the high school metrics for Priority 4 are not applicable.	Sylvan District is not a high school district so the high school metrics for Priority 4 are not applicable.
16. Annual Performance Index (API)	API - No Longer Applicable	API - No Longer Applicable	API - No Longer Applicable	API - No Longer Applicable

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: ☒ All ☐ Students with Disabilities ☐

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)   ☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New   ☒ Modified   ☐ Unchanged

2018-19

☐ New   ☐ Modified   ☒ Unchanged

2019-20

☐ New   ☐ Modified   ☒ Unchanged

A.1 Effective professional learning will be the vehicle for all school staff - teachers, administrators, counselors, and classified staff - to learn to effectively implement the research-based curricular and instructional practices, including technology embedded practices, proposed in State Curriculum Frameworks. Sylvan District learning initiatives for all students, including identified student groups will be the focus.

BUDGETED EXPENDITURES

	2017-18	**2018-19**	**2019-20**
Amount	438,532		
Source	Supplemental		
Budget Reference	1000-1999: Certificated Personnel Salaries 2 additional days for staff at beginning of school year for Professional Learning		
Amount	156,620		
Source	Title I		
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Learning Registrations and Consultants		
Amount	5,000		
Source	Supplemental		
Budget Reference	4000-4999: Books And Supplies Professional Learning Expenses		

Amount	147,380
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Director of Professional Learning/Induction

Amount	51,075
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Substitutes

Amount	692,606
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Instructional Coaches

Amount	105,046
Source	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries Instructional Coaches

Amount	28,578
Source	General
Budget Reference	5000-5999: Services And Other Operating Expenditures Coaching for Administrators (Breakthrough Coaching)

Action 2

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

Students to be Served

[X] All   [ ]   Students with Disabilities

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services

OR

☐ LEA-wide	☐ Schoolwide	☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

A.2 Professional Learning Communities (PLC) consistent protected time will focus on collaborative work on student achievement. Site Leadership Team members, as part of the District Guiding Coalition, will support the PLC process at school sites. Embedded Coaching with Solution Tree in 2017-2018 will focus on Response to Intervention implementation process and continue to strengthen PLCs.

2018-19

☒ New ☐ Modified ☐ Unchanged

A.2 Professional Learning Communities (PLC) consistent protected time will focus on collaborative work on student achievement. Site Leadership Team members will support the PLC process at school sites. Collaborative teams will ensure a schoolwide RTI model that builds on the foundation of the PLC process.

2019-20

☐ New ☒ Modified ☐ Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	447,460
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Assistant Principals
Amount	338,000
Source	Title I

2018-19

Amount	447,460
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Assistant Principals
Amount	
Source	

2019-20

Amount	
Source	
Budget Reference	
Amount	
Source	

Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Solution Tree Consultants - Embedded Coaching
Amount	26,000
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Solution Tree Consultants - Beginning of Year Professional Learning
Amount	5,000
Source	Title I
Budget Reference	4000-4999: Books And Supplies Professional Learning Materials

Budget Reference	
Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

Action 3

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

Students to be Served

☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners   ☒ Foster Youth   ☒ Low Income

Scope of Services

☒ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20

☐ New   ☒ Modified   ☐ Unchanged   ☐ New   ☒ Modified   ☐ Unchanged   ☐ New   ☒ Modified   ☐ Unchanged

A.3 Library access for all student groups to support pupils research and learning.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	202,728		
Source	Supplemental		
Budget Reference	2000-2999: Classified Personnel Salaries Maintain full time access to libraries at all sites		
Amount	107,488		
Source	LCFF		
Budget Reference	2000-2999: Classified Personnel Salaries Librarian		

Action 4

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

<u>Students to be Served</u>   ☒ All   ☐ Students with Disabilities   ☐ Specific Grade spans:

<u>Location(s)</u>   ☒ All Schools   ☐ Specific Schools:

--OR--

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

<u>Students to be Served</u>   ☐ English Learners   ☐ Foster Youth   ☐ Low Income

<u>Scope of Services</u>   ☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18			2018-19			2019-20		
☐ New	☒ Modified	☐ Unchanged	☐ New	☒ Modified	☐ Unchanged	☐ New	☒ Modified	☐ Unchanged
A.4 Integrate technology in all content areas supported by professional learning and support by the Director of Technology and Instructional Coaches.								

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	300,000	Amount	Amount
Source	LCFF	Source	Source
Budget Reference	4000-4999: Books And Supplies Pupil & Teacher Workstations; Software; Wireless Infrastructure	Budget Reference	Budget Reference
Amount	126,153	Amount	Amount
Source	Supplemental	Source	Source
Budget Reference	2000-2999: Classified Personnel Salaries Technology Support Staff	Budget Reference	Budget Reference

Action 5

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

Students to be Served   ☒ All   ☐ Students with Disabilities   ☐

Location(s)   ☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

	2017-18	2018-19	2019-20
	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged

A.5 Hire and maintain qualified and trained personnel provided with competitive compensation.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Budget Reference	Provide competitive salaries for both Certificated and Classified Staff	Budget Reference	Budget Reference
Amount	16,384	Amount	Amount
Source	LCFF	Source	Source
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures New Teacher Support Mentors	Budget Reference	Budget Reference
Amount	155,187	Amount	Amount
Source	LCFF	Source	Source
Budget Reference	1000-1999: Certificated Personnel Salaries Director of Human Resources	Budget Reference	Budget Reference
Amount	15,000	Amount	Amount
Source	LCFF	Source	Source
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	Budget Reference

Professional Learning for Classified Managers and Staff

Action   6

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

Students to be Served

☒ All   ☐ Students with Disabilities

Location(s)

☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services

☐ LEA-wide   ☒ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New   ☒ Modified   ☐ Unchanged

2018-19

☐ New   ☒ Modified   ☐ Unchanged

2019-20

☐ New   ☒ Modified   ☐ Unchanged

A.6 Facilities will be maintained to provide a safe and healthy learning environment.

BUDGETED EXPENDITURES

2017-18

Amount   0

Budget Reference   Facility Inspection Tool System - No anticipated cost

2018-19

Amount

Budget Reference

2019-20

Amount

Budget Reference

Action   7

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

Students to be Served

[ ] All   [ ] Students with Disabilities   [ ]

Location(s)

[ ] All Schools   [ ] Specific Schools: [ ] Specific Grade spans:

OR

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

Students to be Served

[X] English Learners   [X] Foster Youth   [X] Low Income

Scope of Services

[X] LEA-wide   [ ] Schoolwide   **OR**   [ ] Limited to Unduplicated Student Group(s)

Location(s)

[X] All Schools   [ ] Specific Schools: [ ] Specific Grade spans:

ACTIONS/SERVICES

2017-18

[ ] New   [X] Modified   [ ] Unchanged

A.7 Offer a multi-tiered system of supports (MTSS) as an integrated, comprehensive framework that focuses on State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. Local measures to be used during collaboration to inform instruction with close analysis of student group metrics.

2018-19

[ ] New   [X] Modified   [ ] Unchanged

2019-20

[ ] New   [X] Modified   [ ] Unchanged

BUDGETED EXPENDITURES

2017-18

Amount   50,000

Source   Title I

Budget Reference   1000-1999: Certificated Personnel Salaries

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Amount	Teacher Hourly Pay for Site-Based Programs	Amount
Source	54,805	Source
Budget Reference	Supplemental	Budget Reference
	5000-5999: Services And Other Operating Expenditures Student Data Management Systems (EADMS)	

Action 8

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

Students to be Served

☐ All ☐ Students with Disabilities ☐ Specific Grade spans:

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

2018-19

☐ New ☒ Modified ☐ Unchanged

2019-20

☐ New ☒ Modified ☐ Unchanged

A.8 Using the ELA/ELD Framework as a guide, increase staffs' understanding of ELD standards to ensure English learners are provided with support in accessing the State Standards (credentialed and classified staff).

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	2,000	Amount	Amount
Source	Title I	Source	Source
Budget Reference	4000-4999: Books And Supplies Books and Supplies	Budget Reference	Budget Reference
Amount	20,000	Amount	Amount
Source	Title I	Source	Source
Budget Reference	1000-1999: Certificated Personnel Salaries Substitutes/Stipends	Budget Reference	Budget Reference

Action 9

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

Students to be Served

☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools   ☐ Specific Schools: _____   ☐ Specific Grade spans: _____

OR

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

Students to be Served

☒ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services

☒ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All Schools   ☐ Specific Schools: _____   ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged

A.9 ELD/Literacy Specialists will continue to implement English Language Development Standards and instructional strategies to support students acquisition of English through a consistent English Language Development (ELD) program that includes both Integrated and Designated ELD. The ELD/Literacy Specialists collaborate with classroom teachers to assure all students receive Integrated ELD and Designated ELD.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	1,419,261	Amount	Amount
Source	Supplemental	Source	Source
Budget Reference	1000-1999: Certificated Personnel Salaries ELD/Literacy Specialists FTE 14.0	Budget Reference	Budget Reference

Action 10

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

Students to be Served

☐ All ☐ Students with Disabilities ☐ Specific Student Group(s):

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☒ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☒ Specific Schools: Somerset Middle School, E. Ustach Middle School, D. Savage Middle School ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20

| ☐ New | ☒ Modified | ☐ Unchanged | ☐ New | ☒ Modified | ☐ Unchanged | ☐ New | ☒ Modified | ☐ Unchanged |

A.10 Identified Middle School English Learners will have access to core ELA/ELD and Language Acquisition classes with rigorous academic content, including Newcomers and Long Term English Learners.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	197,988	Amount	Amount
Source	Title I	Source	Source
Budget Reference	2000-2999: Classified Personnel Salaries Title I Paraprofessionals	Budget Reference	Budget Reference

Action 11

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

Students to be Served	☐ All	☐ Students with Disabilities

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☒ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services ☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |

☒ New   ☐ Modified   ☐ Unchanged

A.11 Newcomer English Learners needing additional language acquisition support will be provided software to support acquisition.

BUDGETED EXPENDITURES

2017-18

Amount	11,500
Source	Title III, Immigrant
Budget Reference	5000-5999: Services And Other Operating Expenditures Rosetta Stone

Amount	10,077
Source	Title III, Immigrant
Budget Reference	4000-4999: Books And Supplies Newcomer Instructional Materials

☐ New   ☒ Modified   ☐ Unchanged

2018-19

Amount	
Source	
Budget Reference	

Amount	
Source	
Budget Reference	

☐ New   ☒ Modified   ☐ Unchanged

2019-20

Amount	
Source	
Budget Reference	

Amount	
Source	
Budget Reference	

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.

☐ New ☒ Modified ☐ Unchanged

Goal 2

Goal B: Sylvan District will create supportive, welcoming, and engaging campuses for pupils, parents, staff, and community.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

1. Decrease suspension and expulsion rates
2. Increase attendance rates
3. Decrease chronic absenteeism rates
4. Increase parent engagement opportunities
5. Increase student engagement

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Aeries Parent Portal	Aeries Parent Portal - 2015-2016 Parent Log In: Middle School 39.78%; Elementary 0.88%	Aeries Parent Portal - Increase Middle School and Elementary by 20%	Aeries Parent Portal - Increase Middle School and Elementary by 15%	Aeries Parent Portal - Increase Middle School and Elementary by 10%
2. KeepNTrack Volunteer Report	KeepNTrack Volunteer Report - 2015-2016 15,136 hours	Increase by 10%	Increase by 5%	Increase by 5%
3. Attendance Rates	Attendance Rates - 2014-2015 96.12%	Increase by 0.5%	Increase by 0.5%	Increase by 0.5%
4. Chronic Absenteeism Rates	Chronic Absenteeism Rates - 2014-2015 10.0% from local data	Local Data - Decrease by 3.33% Determined when California School Dashboard is updated Fall 2017	Local Data - Decrease by 3.33% Determined when California School Dashboard is updated Fall 2017	Local Data - Decrease by 3.33% Determined when California School Dashboard is updated Fall 2017

5. California Healthy Kids Survey (CHKS)	CHKS - 2014-2015 77% of student feel close to people at school; 58% feel a part of the school	Administered Every Other Year - next year 2018-2019	Increase both by 5%	Administered Every Other Year - next year 2020-2021
6. BrightBytes	BrightBytes - March 2016 - 39% of students were asked to collaborate online with classmates at least monthly	Increase by 10%	Increase by 10%	Increase by 10%
7. Suspension rates	Suspension Rates - 2014-2015 Current Status on California School Dashboard All Students - 2.8% Students with Disabilities - 4.9% English Learners - 2.0% Low Income - 3.6%	Decrease all groups by 2%	Decrease all groups by 2%	Decrease all groups by 2%
8. Expulsion rates	Expulsion Rates - 2014-2015 16 expulsions	Decrease by 2%	Decrease by 2%	Decrease by 2%
9. DataQuest Middle School Dropout Data	Middle School Dropout Rates Maintain 0% Dropout Rate	Maintain 0%	Maintain 0%	Maintain 0%
10. Sylvan District is not a high school district so metrics for Priority 5 are not applicable.	Sylvan District is not a high school district so metrics for Priority 5 are not applicable.	10. Sylvan District is not a high school district so metrics for Priority 5 are not applicable.	10. Sylvan District is not a high school district so metrics for Priority 5 are not applicable.	10. Sylvan District is not a high school district so metrics for Priority 5 are not applicable.

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	☐ All	☐ Students with Disabilities	☐

Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services ☐ LEA-wide **OR** ☐ Limited to Unduplicated Student Group(s)

☒ Schoolwide

Location(s) ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18
☐ New ☐ Modified ☒ Unchanged

2018-19
☐ New ☒ Modified ☐ Unchanged

2019-20
☐ New ☒ Modified ☐ Unchanged

B.1 Parent Training Opportunities, including, but not limited to Technology, Special Education, English Learners, State Standards, Aeries Parent Portal. Provide parent training on how to assist pupils academically and behaviorally, as well as how to navigate the education system.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	2,000	Amount	Amount
Source	Title I	Source	Source
Budget Reference	4000-4999: Books And Supplies Materials	Budget Reference	Budget Reference
Amount	2,544	Amount	Amount
Source	Title I	Source	Source
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Hourly Pay	Budget Reference	Budget Reference

Amount	15,974
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries Classified Salaries - Child Care, Translator, Parent Aide

Amount	
Source	
Budget Reference	

Action 2

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

Students to be Served

☐ All ☐ Students with Disabilities ☐

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

B.2 Provide opportunities for pupils to form connections with peers and adults through social/emotional support. Opportunities will include pupils who have not made adequate progress or demonstrate attendance or behavioral issues.

2018-19

☐ New ☒ Modified ☐ Unchanged

2019-20

☐ New ☒ Modified ☐ Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	213,358
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Counselors 2.0 FTE
Amount	252,834
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Counselors 2.0 FTE
Amount	5,000
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Materials

2018-19

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

Action 3

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

Students to be Served

[ ] All [ ] Students with Disabilities

Location(s)

[ ] All Schools [ ] Specific Schools: [ ] Specific Grade spans:

OR

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

Students to be Served

[ ] English Learners [ ] Foster Youth [X] Low Income

Scope of Services

[X] LEA-wide [ ] Schoolwide **OR** [ ] Limited to Unduplicated Student Group(s)

Location(s)

[X] All Schools [ ] Specific Schools: [ ] Specific Grade spans:

ACTIONS/SERVICES

	New	Modified	Unchanged
2017-18	☐	☒	☐
2018-19	☐	☒	☐
2019-20	☐	☒	☐

B.3 Promoting positive behavior both inside and outside the classroom so pupils are engaged in school and attending on a regular basis.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	16,221		
Source	Supplemental		
Budget Reference	2000-2999: Classified Personnel Salaries Continue with increased campus supervision.		
Amount	1,000		
Source	Supplemental		
Budget Reference	4000-4999: Books And Supplies Implement Positive Behavior Intervention Support (PBIS) at sites		
Amount	108,810		
Source	Supplemental		
Budget Reference	2000-2999: Classified Personnel Salaries Board Certified Behavior Analyst (BCBA)		
Amount	81,404		
Source	Title I		
Budget Reference	1000-1999: Certificated Personnel Salaries Counselor FTE 1.0 with Focus on Behavior		

Action 4

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

Students to be Served

☒ All   ☐ Students with Disabilities

Location(s)

☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services

☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New   ☒ Modified   ☐ Unchanged

2018-19

☐ New   ☐ Modified   ☒ Unchanged

2019-20

☐ New   ☒ Modified   ☐ Unchanged

B.4 Maintain increased office support to improve pupil attendance. The attendance specialists will meet on a regular basis as a PLC to discuss strategies on how to decrease chronic attendance.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	38,420	Amount	Amount
Source	LCFF	Source	Source
Budget Reference	2000-2999: Classified Personnel Salaries Maintain increased 1.375 FTE office support	Budget Reference	Budget Reference

Action **5**

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

Students to be Served

☐ All   ☐ Students with Disabilities

Location(s)

☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners   ☒ Foster Youth   ☒ Low Income

Scope of Services

☒ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New   ☐ Modified   ☒ Unchanged

2018-19

☐ New   ☒ Modified   ☐ Unchanged

2019-20

☐ New   ☒ Modified   ☐ Unchanged

B.5 School sites will be supported in increasing attendance rates, including pupils in targeted student groups.

BUDGETED EXPENDITURES

2017-18

Amount: 143,084

Source: Supplemental

Budget Reference: 1000-1999: Certificated Personnel Salaries Director of Student Support Services/Child Welfare

Amount: 101,954

2018-19

Amount

Source

Budget Reference

Amount

2019-20

Amount

Source

Budget Reference

Amount

Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Counselor FTE 1.0 with Focus on Student Attendance

Source	
Budget Reference	

Action 6

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

Students to be Served

☐ All   ☐ Students with Disabilities

Location(s)

☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners   ☐ Foster Youth   ☒ Low Income

Scope of Services

☒ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☒ New   ☒ Modified   ☐ Unchanged

2018-19

☐ New   ☒ Modified   ☐ Unchanged

2019-20

☐ New   ☒ Modified   ☐ Unchanged

B.6 Develop school-to-pupil connections, including middle school electives.

BUDGETED EXPENDITURES

2017-18

Amount	32,000
Source	Supplemental

2018-19

Amount	
Source	

2019-20

Amount	
Source	

Budget Reference	1000-1999: Certificated Personnel Salaries Maintain teacher stipends for middle school clubs and sports.
Amount	451,886
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Fine Arts Teachers Maintain Art 2.6 FTE - Maintain Art 5.0 FTE
Amount	0

Budget Reference	
Amount	
Source	
Budget Reference	
Amount	

Action 7

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

Students to be Served

☐ All   ☐ Students with Disabilities

Location(s)

☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners   ☒ Foster Youth   ☒ Low Income

Scope of Services

☒ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New   ☒ Modified   ☐ Unchanged

2018-19

☐ New   ☒ Modified   ☐ Unchanged

2019-20

☐ New   ☒ Modified   ☐ Unchanged

B.7 Counselors will provide staff with information on issues and reality barriers that pupils experience with a focus on low income pupils and Foster Youth. Develop a partnership with foster care agencies to increase communication with parents.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	99,254	Amount	Amount
Source	Supplemental	Source	Source
Budget Reference	1000-1999: Certificated Personnel Salaries Counselor FTE 1.0- Parent Focused and Foster Youth Liaison	Budget Reference	Budget Reference

Action 8

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

Students to be Served
☐ All ☐ Students with Disabilities ☐

Location(s)
☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served
☒ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services
☒ LEA-wide **OR** ☐ Schoolwide ☐ Limited to Unduplicated Student Group(s)

Location(s)
☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged

B.8 To support parent engagement, provide translation and interpretation services

BUDGETED EXPENDITURES

2017-18

Amount	1,000
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Interpreters
Amount	9,000
Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Translation Service

2018-19

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

Action   9

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

Students to be Served

☒ All   ☐ Students with Disabilities   ☐

Location(s)

☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services

☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

New	Modified	Unchanged
☐	☒	

B.9 Provide opportunities for pupils to experience educational opportunities connected to classroom instruction.

2018-19

New	Modified	Unchanged
☐	☒	

2019-20

New	Modified	Unchanged
☐	☒	

BUDGETED EXPENDITURES

2017-18

Amount	30,425
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Field Trips
Amount	118,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures 6th Grade Camp

2018-19

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

Action 10

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

Students to be Served

☐ All ☐ Students with Disabilities ☐

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18 **2018-19** **2019-20**

☐ New ☐ Modified ☐ Unchanged ☐ New ☐ Modified ☐ Unchanged ☐ New ☐ Modified ☐ Unchanged

BUDGETED EXPENDITURES

2017-18 **2018-19** **2019-20**

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: $5,067,096   Percentage to Increase or Improve Services: 8.55%

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

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

Sylvan District does not qualify for concentration funds as our unduplicated count is less that 55%.

The actions and services within this Local Control Accountability plan are designed to increase and improve services for high needs students, including low income, English learners, and foster youth. Our focus is to grow services in both quality and quantity to serve our students and families in equitable learning environments designed to close barriers and eliminate the soft bigotry that is a consequence of low expectations (Muhammad, 2015).

Consultation with stakeholders suggested the following priorities which resulted in LCFF funds being directed towards learning initiatives:

- Consistent English Learner Development Program districtwide
- Consistent Intervention/Enrichment districtwide program
- Equal access for all pupils to use technology
- Parent involvement for all families, including targeted groups, to increase involvement in pupil's academic success
- Engaging campuses for all pupils by providing after school activities, group activities with counselors and learning opportunities off campus.

These funds are being expended to increase or improve services for unduplicated pupils to meet the LEA's goals in state priority areas to include the services of counselors, ELD/Literacy Specialists, Board Certified Behavior Analyst, library access, and fine arts teachers. All of these services have a direct impact on our unduplicated pupils to provide a quality educational program where these pupils are supported so they are able to be academically successful. Based on the Annual Update, analysis of metrics and consultation with stakeholders expending these funds on these services is the most effective use of the funds.

Continued access to these services will allow the district to provide a consistent quality educational program where unduplicated pupils are supported so they are able to be academically successful.

The proportionality percentage is met through both qualitative and quantitative increases and improvements of service. In addition, the increase from 5.0 Full Time Equivalent (FTE) to 10.0 FTE of fine art teachers increases and improves services making a direct impact in providing additional services for our unduplicated pupils, but also provides integrated learning experiences tied directly to the core instruction. We know that research has shown that what students learn in the arts may help them to master other subjects. The increase of access to technology for our unduplicated pupils gives them the opportunity to reach 21st century skills at the same level as all pupils who may have access outside of school due to their demographics. Pupil access to after school or outside activities that support pupil achievement provides our unduplicated pupils a connection to school so they desire to be engaged in learning to increase their achievement outcomes. The increase of counseling services will meet the need of increased and improved parent contact of our unduplicated

pupils through parent training and meetings with parents regarding specific pupil needs. We will continue to use data to determine effectiveness of these services.

Below are the actions within the LCAP that address the Increased or Improved Services.

GOAL	ACTION	EXPENDITURE
A	A.1 Effective professional learning will be the vehicle for all school staff - teachers, administrators, counselors, and classified staff - to learn to effectively implement the research-based curricular and instructional practices, including technology embedded practices, proposed in State Curriculum Frameworks. Sylvan District learning initiatives for all students, including identified student groups will be the focus.	Director of Professional Learning / Induction
		2 additional days for staff at beginning of year for professional learning
A	A.2 Professional Learning Communities (PLC) consistent protected time will focus on collaborative work on student achievement. Site Leadership Team members, as part of the District Guiding Coalition, will support the PLC process at school sites. Embedded Coaching with Solution Tree in 2017-2018 will focus on Response to Intervention implementation process and continue to strengthen PLCs.	3 Assistant Principals at 7 elementary sites
A	A.3 Library access for all student groups to support pupils research and learning.	Full Time Library Media Assistants
		Librarian
A	A.4 Integrate technology in all content areas supported by professional learning and support by the Director of Technology and Instructional Coaches.	Technology Support Staff
A	A.7 Offer a multi-tiered system of supports (MTSS) as an integrated, comprehensive framework that focuses on State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. Local measures to be used during collaboration to inform instruction with close analysis of student group metrics.	Student Data Management Systems (EADMS)
A	A.9 ELD/Literacy Specialists will continue to implement English Language Development Standards and instructional strategies to support students acquisition of English through a consistent English Language Development (ELD) program that includes both Integrated and Designated ELD. The ELD/Literacy Specialists collaborate with classroom teachers to assure all students receive Integrated ELD and Designated ELD.	ELD/Literacy Specialists 14.0 FTE
B	B.2 Provide opportunities for pupils to form connections with peers and adults through social/emotional support. Opportunities will include pupils who have not made adequate progress or demonstrate attendance or behavioral issues.	Counselors 2.0 FTE
		Materials for Counselors
B	B.3 Promoting positive behavior both inside and outside the classroom so pupils are engaged in school and attending on a regular basis.	Campus Supervisors
		Positive Behavior Intervention Support (PBIS)
		Board Certified Behavior Analyst (BCBA)
B	B.5 School sites will be supported in increasing attendance rates, including pupils in targeted student groups.	Director of Student Support Services/Child Welfare
		Counselor FTE 1.0 with Focus on Student Attendance
B	B.6 Develop school-to-pupil connections, including middle school electives.	Maintain teacher stipends for middle school clubs and sports
		Fine Arts Teachers Maintain Art 2.6 FTE - Maintain Art 5.0 FTE
B	B.7 Counselors will provide staff with information on issues and reality barriers that pupils experience with a focus on low income pupils and Foster Youth. Develop a partnership with foster care agencies to increase communication with parents.	Counselor FTE 1.0- Parent Focused and Foster Youth Liaison
B	B.8 To support parent engagement, provide translation and interpretation services	Interpreters
		Translation Service