

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](#): 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 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.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)
B	B.5 School sites will be supported in increasing attendance rates, including pupils in targeted student groups.	Board Certified Behavior Analyst (BCBA)
		Director of Student Support Services/Child Welfare
B	B.6 Develop school-to-pupil connections, including middle school electives.	Counselor FTE 1.0 with Focus on Student Attendance
		Maintain teacher stipends for middle school clubs and sports
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.	Fine Arts Teachers Maintain Art 2.6 FTE - Maintain Art 5.0 FTE
		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

Total General Fund Budget Expenditures for LCAP Year

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

AMOUNT

\$86,872,798.00

\$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	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 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
.
- 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
- 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

- 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
- 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 71; Math Tri 1 80, Tri 2 76, Avg 78
2nd - Lang Arts Tri1 32, Tri2 52, Avg 42; Math Tri1 75, Tri2 67, Avg 71
3rd - Lang Arts Tri1 31; Tri2 53; Avg 42 Math Tri1 50; Tri2 76, Avg 63
4th - Lang Arts Tri1 50, Tri2 58, Avg 54; Math Tri1 58, Tri2 67, Avg 62
5th - Lang Arts Tri1 56, Tri2 55, Avg 56; Math Tri1 55, Tri2 53, Avg 54
- 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%
- 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

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

ACTUAL

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 Technology 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 (GAPE) 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 Supports
- Professional Learning Communities (PLC@Work)
- RTI@ Work by Solution Tree
- School Attendance Review Board Workshop
- Study Sync
- Trauma Informed Strategies

BUDGETED

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

ESTIMATED ACTUAL

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

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

Expenditures	<p>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</p>	<p>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.</p> <p>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</p>
Action	5	
Actions/Services	<p>PLANNED A.5 Hire and maintain qualified and trained personnel provided with competitive compensation.</p>	<p>ACTUAL This continues throughout the year. LCFF funds were not used for classified professional learning this year. Mentors were provided for new teacher support.</p>
Expenditures	<p>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</p>	<p>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</p>
Action	6	
Actions/Services	<p>PLANNED A.6 Facilities will be maintained to provide a safe and healthy learning environment.</p>	<p>ACTUAL All sites met "good repair" status on the Fall 2016 Facilities Inspection Reports.</p>
Expenditures	<p>BUDGETED Facilities Inspection Tool system - No anticipated cost 0</p>	<p>ESTIMATED ACTUAL Facilities Inspection Tool system - No anticipated cost 0</p>
Action	7	
Actions/Services	<p>PLANNED A.7 Continue implementation of curriculum for pupils with Moderate to Severe disabilities so that they can access the State Standards.</p>	<p>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.</p>

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	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	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 quality 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%

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 quality 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 has 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 more consistently. 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

	<p>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.</p>	<p>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.</p> <p>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.</p> <p>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).</p>
Expenditures	<p>BUDGETED Continue and Monitor 5000-5999: Services And Other Operating Expenditures Title III 6,040</p>	<p>ESTIMATED ACTUAL Continue and monitor 5000-5999: Services And Other Operating Expenditures Title III 0</p>
Action	8	
Actions/Services	<p>PLANNED B.8 Provide additional academic support for reclassified pupils who have not made adequate progress.</p>	<p>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.</p>
Expenditures	<p>BUDGETED Monitor. No Anticipated Cost 0</p>	<p>ESTIMATED ACTUAL Monitor. No anticipated cost. 0</p>

ANALYSIS

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

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

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

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	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	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)
5. Increased connection with students

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%
KeepNTrack Volunteer Report: 21,036 hrs
2. Increased pupil engagement
Metric: Attendance Rates and Chronic Absenteeism Rates
2016-2017 96.20%
Chronic Absenteeism:
2016-2017 - 6.1%
3. Increased students connection to school Metric: Suspension Rates
2016-2017 K-5 250; 6-8 410
4. Increased students connection to school Metric: Suspension Rates; Expulsion Rates
2016-2017 - 17 expulsions
5. Increased connection with students Metric:
CHKS (Nov 2016) data collection:
California Healthy Kids Survey 2016/2017:
75% feel close to people at school; 66% feel a part of the school
BrightBytes:

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

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	<div> <div>PLANNED</div> <div>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.</div> </div> <div> <div>ACTUAL</div> <div>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.</div> </div>
Expenditures	<div> <div>BUDGETED</div> <div> 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 </div> </div> <div> <div>ESTIMATED ACTUAL</div> <div> 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 </div> </div>
Action	2
Actions/Services	<div> <div>PLANNED</div> <div>C.2 Provide opportunities for pupils to form connections with peers and adults.</div> </div> <div> <div>ACTUAL</div> <div>The counselors meet with students both in small group and individual. We also contracted with Center for Human</div> </div>

Expenditures	<p>BUDGETED</p> <p>Maintain addition of 4.0 FTE counselors hired in 2014-2015. 1000-1999: Certificated Personnel Salaries Supplemental 362,783</p> <p>Materials 4000-4999: Books And Supplies Supplemental 5,000</p>	<p>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.</p> <p>ESTIMATED ACTUAL</p> <p>Maintain addition of 4.0 FTE counselors hired in 2014-2015. 1000-1999: Certificated Personnel Salaries Supplemental 297,160</p> <p>Materials 4000-4999: Books And Supplies Supplemental 1,328</p> <p>Center for Human Services 5000-5999: Services And Other Operating Expenditures Supplemental 23,000</p>
Action	3	
Actions/Services	<p>PLANNED</p> <p>C.3 Promoting positive behavior both inside and outside the classroom so pupils are engaged in school and attending on a regular basis.</p>	<p>ACTUAL</p> <p>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.</p>
Expenditures	<p>BUDGETED</p> <p>Continue with increased campus supervision. 2000-2999: Classified Personnel Salaries Supplemental 16,731</p> <p>Implement Positive Behavior Intervention Support (PBIS) at sites 4000-4999: Books And Supplies Supplemental 5000</p> <p>Board Certified Behavior Analyst (BCBA) 1000-1999: Certificated Personnel Salaries Supplemental 101,092</p>	<p>ESTIMATED ACTUAL</p> <p>Continue with increased campus supervision. 2000-2999: Classified Personnel Salaries Supplemental 18,501</p> <p>Implement Positive Behavior Intervention Support (PBIS) at sites 4000-4999: Books And Supplies Supplemental 0</p> <p>Board Certified Behavior Analyst (BCBA) 1000-1999: Certificated Personnel Salaries Supplemental 143,667</p>
Action	4	
Actions/Services	<p>PLANNED</p> <p>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.</p>	<p>ACTUAL</p> <p>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</p>

Expenditures			been given the charge of focusing on attendance. The counselor is meeting with this group monthly to develop district wide strategies.
		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.
		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
Expenditures			
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.
		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
Expenditures			
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.
		BUDGETED Maintain Counselor FTE 1.0 - Expenditures in C.1 0	ESTIMATED ACTUAL Maintain Counselor FTE 1.0 - Expenditures in C.1 0
Expenditures			

Action 8

Actions/Services	PLANNED C.8 Provide translation and interpretation services	ACTUAL Translation and interpretation services were provided for all school sites.
	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.
	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.
	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.
	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 71; Math 78 2nd -Lang Arts 42; Math 71 3rd -Lang Arts 42 Math 63 4th -Lang Arts 54; Math 62 5th -Lang Arts 56; Math 54 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%

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 a 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:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
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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

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.

2018-19☐

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.

2019-20☐

New

☐

Modified

☒

Unchanged

BUDGETED EXPENDITURES**2017-18**

Amount	438,532
Source	LCFF
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 Expenditures
Amount	5,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies Professional Learning Expenditures

2018-19

Amount	156,620
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Learning Expenditures
Amount	5,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies Professional Learning Expenditures
Amount	147,380
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries

2019-20

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

			Director of Professional Learning/Induction		
Amount	147,380	Amount	51,075	Amount	
Source	LCFF	Source	Title I	Source	
Budget Reference	1000-1999: Certificated Personnel Salaries Director of Professional Learning/Induction	Budget Reference	1000-1999: Certificated Personnel Salaries Substitues	Budget Reference	
Amount	51,075	Amount	692,606	Amount	
Source	Title I	Source	Title I	Source	
Budget Reference	1000-1999: Certificated Personnel Salaries Substitues	Budget Reference	1000-1999: Certificated Personnel Salaries Instructional Coaches	Budget Reference	
Amount	692,606	Amount	105,046	Amount	
Source	Title I	Source	Title III	Source	
Budget Reference	1000-1999: Certificated Personnel Salaries Instructional Coaches	Budget Reference	1000-1999: Certificated Personnel Salaries Instructional Coaches	Budget Reference	
Amount	105,046	Amount		Amount	
Source	Title III	Source		Source	
Budget Reference	1000-1999: Certificated Personnel Salaries Instructional Coaches	Budget Reference		Budget Reference	
Amount	28,578	Amount		Amount	
Source	General	Source		Source	
Budget Reference	5000-5999: Services And Other Operating Expenditures Coaching for Administrators (Breakthrough Coaching)	Budget Reference		Budget Reference	

Action 2

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> 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	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Assistant Principals
Amount	338,000

2018-19

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

2019-20

Amount	
Source	
Budget Reference	
Amount	

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

Action 3

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

Students to be Served	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
Scope of Services	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES**2017-18**
☐ New ☒ Modified ☐ Unchanged
2018-19
☐ New ☐ Modified ☒ Unchanged
2019-20
☐ New ☐ Modified ☒ Unchanged

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

BUDGETED EXPENDITURES**2017-18**

Amount	202,728
Source	LCFF
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

2018-19

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

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 ☐ [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**

☐ 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.

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

BUDGETED EXPENDITURES**2017-18**

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

2018-19

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	
Amount	
Source	
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 ☐ [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

☐ New ☐ Modified ☒ Unchanged

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

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

BUDGETED EXPENDITURES

2017-18

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

2018-19

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

2019-20

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

Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Learning for Classified Managers and Staff	Budget Reference		Budget Reference	
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Action 6

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

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
Location(s)	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

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

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

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 ☐ [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

☐ New ☒ 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 ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

BUDGETED EXPENDITURES

2017-18

Amount 50,000

Source Title I

2018-19

Amount

Source

2019-20

Amount

Source

Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Hourly Pay for Site-Based Programs	Budget Reference		Budget Reference	
Amount	54,805	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	5000-5999: Services And Other Operating Expenditures Student Data Management Systems (EADMS)	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	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> 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

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

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 ☐ [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
☐ 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.

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

Amount	1,419,261
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries ELD/Literacy Specialists FTE 14.0

2018-19

Amount	
Source	
Budget Reference	

2019-20

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 ☐ [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**
☐ 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.

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

Amount 197,988

Source Title I

Budget Reference 2000-2999: Classified Personnel Salaries
Title I Paraprofessionals

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

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 ☐ [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**
☒ New
 ☐ Modified
 ☐ Unchanged

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

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

2018-19

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

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

☐

[Specific Student Group(s)]

Location(s)	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____
OR	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide <input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ 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.

2018-19

☐ New
 ☐ Modified
 ☒ Unchanged

--

2019-20

☐ New
 ☐ Modified
 ☒ Unchanged

--

BUDGETED EXPENDITURES

2017-18

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

2018-19

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
Budget Reference	
Amount	
Source	
Budget Reference	

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

Action 2

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

Students to be Served	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
Scope of Services	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> 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	2018-19	2019-20
Amount	213,358	Amount
Source	LCFF	Source
Budget Reference	1000-1999: Certificated Personnel Salaries Counselors 2.0 FTE	Budget Reference
Amount	252,834	Amount
Source	Title I	Source
Budget Reference	1000-1999: Certificated Personnel Salaries Counselors 2.0 FTE	Budget Reference
Amount	5,000	Amount
Source	LCFF	Source
Budget Reference	4000-4999: Books And Supplies Materials	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**
☐ New
☐ Modified
☒ Unchanged

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

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

Amount	16,221
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Continue with increased campus supervision.
Amount	1,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies Implement Positive Behavior Intervention Support (PBIS) at sites
Amount	108,810
Source	LCFF
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

2018-19

Amount	
Source	
Budget Reference	
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	
Amount	
Source	
Budget Reference	

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 ☐ [\[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

☐ 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.

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

[BUDGETED EXPENDITURES](#)

2017-18

Amount	38,420
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Maintain increased 1.375 FTE office support

2018-19

Amount	
Source	
Budget Reference	

2019-20

Amount	
Source	
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 ☐ [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

☐ New ☐ Modified ☒ Unchanged

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

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	143,084
Source	LCFF
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	LCFF	Source		Source	
Budget Reference	1000-1999: Certificated Personnel Salaries Counselor FTE 1.0 with Focus on Student Attendance	Budget Reference		Budget Reference	

Action 6

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

Students to be Served	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
Scope of Services	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

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

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	32,000
Source	LCFF

2018-19

Amount	
Source	

2019-20

Amount	
Source	

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

☐ 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

Amount 99,254

Source LCFF

Budget Reference 1000-1999: Certificated Personnel Salaries
Counselor FTE 1.0- Parent Focused and Foster Youth Liaison

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

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 ☐ [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

☐ New ☒ Modified ☐ Unchanged

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

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

BUDGETED EXPENDITURES

2017-18

Amount	1,000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Interpreters
Amount	9,000
Source	LCFF
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 ☐ [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**
☐ New ☐ Modified ☒ Unchanged
2018-19
☐ New ☐ Modified ☒ Unchanged
2019-20
☐ New ☐ Modified ☒ Unchanged

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

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 ☐ [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

☐ New ☐ Modified ☐ Unchanged

2018-19

☐ New ☐ Modified ☐ Unchanged

2019-20

☐ 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 than 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 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)
B	B.5 School sites will be supported in increasing attendance rates, including pupils in targeted student groups.	Board Certified Behavior Analyst (BCBA)
		Director of Student Support Services/Child Welfare
B	B.6 Develop school-to-pupil connections, including middle school electives.	Counselor FTE 1.0 with Focus on Student Attendance
		Maintain teacher stipends for middle school clubs and sports
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.	Fine Arts Teachers Maintain Art 2.6 FTE - Maintain Art 5.0 FTE
		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

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

Plan Summary

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

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

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

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

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

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

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

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:

- a. English Language Arts – Common Core State Standards for English Language Arts
- b. Mathematics – Common Core State Standards for Mathematics
- c. English Language Development
- d. Career Technical Education
- e. Health Education Content Standards
- f. History-Social Science
- g. Model School Library Standards
- h. Physical Education Model Content Standards
- i. Next Generation Science Standards
- j. Visual and Performing Arts
- k. World Language; and

- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

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

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

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

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

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

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

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

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

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *Education Code* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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