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	Contact Name and Title	Email and Phone
Sylvan Union School District	Debra Hendricks Superintendent	dhendricks@sylvan.k12.ca.us 209-574-5000, ext 202

2017-20 Plan Summary

The Story

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 adopted 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.

As part of our District's ongoing commitment to ensuring that all students learn at high levels, we have actively engaged in the Professional Learning Community (PLC) process for several years. In 2018-2019, we will continue to allocate resources to further develop the process and build the capacity of both our administrative, certificated, and classified staff in meeting our moral obligation to provide a quality education to every Sylvan District student. In May 2017 the Sylvan Board of Trustees approved a contract with Solution Tree to provide each of our 13 sites with four days of onsite embedded coaching during the 2017-2018 school year as one component of a comprehensive District plan for providing the necessary professional learning to support the deepening of the PLC process and the implementation of Response to Intervention (RTI). While much of the work with a Solution Tree associate was conducted at the collaborative teacher team level, some of the greatest progress made at the site level occurred as a result of the targeted support provided from the embedded coach to the site administrator(s) and the site leadership teams. The Director of Professional Learning worked closely with the Solution Tree consultants to identify areas of needs at all sites. Based on this information and with the end goal of developing high-functioning collaborative teacher teams at the site level and creating long-term sustainability of the PLC/RTI at Work process, we have extended our contract into 2018-2019 with Solution Tree for embedded coaching. This continued work will include a total of 25 days during the 2018-2019 school year, distributed to each school site by identified need. Given our District PLC initiative and corresponding goals as outlined in the 2020 Plan, ongoing professional learning and support is a priority.

In December 2017, the Board of Trustees approved a contract with Dr. Kimberly Tyson, Solution Tree author and consultant, for the purposes of providing classroom teachers in Grades K-3, Elementary Resource Teachers, Elementary Mild/Moderate teachers, Elementary ELD/Literacy Specialists, District Instructional Coaches, and Elementary Administrators with professional learning regarding the skills, practices, and creation of literacy-rich environments that are key to implementing effective literacy instruction. In March 2018 the Board of Trustees approved a contract to extend Dr. Tyson's work to include classroom teachers in Grades 4-5. While Dr. Tyson's work with elementary teachers included vocabulary instruction as a key component for teaching reading, an analysis of site and District-wide academic performance data indicates that additional and more concentrated work in teaching students to use words to communicate effectively for listening, speaking, reading, and writing is needed.

To that end, we have scheduled a series of presenters to lead and facilitate the professional learning sessions to take place on identified professional learning days that will mark the launch of the 2018-2019 school year. The content for each session was developed by the Ed Services Department and in consultation with teachers who have provided feedback and requests for training to support the areas of curriculum, instruction, and/or assessment. All session content is aligned to current District initiatives or programs with the the identified outcomes of deepening the learning of our teacher groups, providing for purposeful professional growth, and supporting the transfer or application to the classroom for the benefit of our students. One particular area of consideration in planning for professional learning are the goals set forth in our 2020 Plan. The scope of Dr. Tyson's work will focus on selecting, teaching, and assessing vocabulary with the unique needs of English Learners (ELs) and Special Education students in mind. Professional

learning will be tailored to meet the needs of specific grade-spans, but the emphasis on word learning as a building block of language, impacting fluency, comprehension, and achievement in all grades and content areas will be a constant. Given our focus on ensuring grade level reading proficiency and closing achievement gaps, professional learning in the area of reading/literacy is a priority.

Professional learning content has been designed and intended to address the needs of our English Learners students as achievement gaps are clearly illuminated through an analysis of both site and District-wide academic performance data. Professional learning in August will include 2 days of onsite professional learning services designed to support and build the capacity of K-8 teachers, including all content areas and electives, to meet the needs of our English Learners (ELs), our students at-risk of becoming long-term English Learners (LTELs), and our LTELs. Grade-span specific sessions will focus on providing K-8 teachers with more than a cursory knowledge of the ELD standards and will include specific strategies aligned to integrated and designated ELD instruction with the goal of ensuring that all core instruction is designed to increase EL access to core curriculum, accelerate their language acquisition, and increase their proficiency in grade level standards.

In 2018-2019 grades Kindergarten through 5th grade will implement an oral reading inventory screener that will provide valuable information on developing interventions for all students. In addition, the implementation in 6th, 7th and 8th grades of a blended learning intervention program allows us to identify students who need additional time and support to be academically successful.

Strengthening our current social emotional learning 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.

A focus in 2018-2019 will be on Tier 1 social emotional learning effectiveness, needs and supports. Our goal is to reduce barriers to learning and increase motivation to learn. Part of social emotional learning is attendance and suspensions. An Attendance Task Force team will meet on a regular basis to address chronic absenteeism. In addition a team of district and site staff, including administrators and counselors will meet with Director of Student Support Services focusing at risk students (for example students with 8 -10 suspensions, chronically disengaged or depressed).

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 English Language Arts (ELA) Indicator and the Mathematics Indicator indicates that we have increased when comparing this metric over three years.

We continue to strengthen our Professional Learning Communities (PLC). Our PLC Implementation Survey completed in August 2017 and April 2018 showed growth in all areas as a district as well as individual sites. The survey asks staff to respond to the rubric below to questions in these three

areas: 1) Learning as Our Fundamental Purpose, 2) Building a Collaborative Culture, and 3) A Focus on Results. In addition, the early release one day a week for 32 weeks allowed collaborative teacher teams time to collaborate on the 4 tenets of a Professional Learning Community: 1) What do we want all students to learn? 2) How will we know when they have learned it? 3) How will we respond when learning has not occurred? and 4) How will we respond when learning has occurred.

Sylvan District has committed in 2018-2019 to continue with early release Wednesdays for collaborative teacher teams to focus on increasing student achievement with the continued focus on the four guiding questions of a PLC. Response to Intervention (RTI) will also be strengthened in 2018-2019. The 4C's of RTI are Collective Responsibility, Concentrated Instruction, Convergent Assessment, and Certain Access. Collaborative teacher teams will use a screening tool to identify students needing Tier 2 and/or Tier 3 intervention. Tier 2 will focus on additional support to master current grade-level essentials. Tier 3 will focus on intensive remediation in universal skills that are missing from previous years. Tier 1 instruction, regular classroom instruction, will continue to be strengthened through the early release, universal screening tool, professional learning, and increased administrative support.

The Solution Tree Embedded Coaches work in 2017-2018 with site Guiding Coalitions was a true strength of the reason behind this growth. We are anticipating continued growth as our work with the Embedded Coaches will continue in 2018-2019 as outlined in the LCAP Highlights section of this document. 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. 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.

When analyzing our student group ELA Indicator on the CA School Dashboard, it should be noted that English Learners, Socioeconomically Disadvantaged Students, and Students with Disabilities all made growth. All groups, except Students with Disabilities made growth on the Math Indicator on the CA School Dashboard. We are aware that all of these student groups still lag far behind the "All Students" group. This will be addressed in the Performance Gaps section of this LCAP.

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.

Academic Indicators (Grades 3-8): Distance from Level 3			
All Students			
SUBJECT	2015	2016	2017	CHANGE
ELA	-20.6 points	-13.5 points	-10.5 points	10.1 points
MATH	-43.8 points	-36.5 points	-31 points	12.8 points

English Learners			
SUBJECT	2015	2016	2017	CHANGE
ELA	n/a	-40.2 points	-37.9 points	2.2 points
MATH	n/a	-52.6 points	-55.5 points	2.9 points

Socioeconomically Disadvantaged Students			
SUBJECT	2015	2016	2017	CHANGE
ELA	n/a	-38.2 points	-36 points	2.2 points
MATH	n/a	-61.6 points	-57.4 points	4.3 points

Students with Disabilities			
SUBJECT	2015	2016	2017	CHANGE
ELA	n/a	-92.5 points	-95.6 points	-3.1 points
MATH	n/a	-123.2 points	-117.2 points	6 points

	Learning as Our Fundamental Purpose Average	Building a Collaborative Culture Through High Performing Teams Average	A Focus on Results Average
District August 2017	2.41	2.66	2.39
District April 2018	2.80	3.09	2.90

0	1	2	3	4
We have not begun yet to address this issue.	We are talking about this, but have not taken significant action to make it a reality.	We have begun to do this, but at this stage of the implementation process, many staff approach the task with a sense of compliance rather than commitment.	We have moved beyond the initial implementation and continue to work our way through the process. Support and enthusiasm for the process are growing.	This practice is deeply embedded in our culture. Most staff members are committed to doing this and believe it is an important factor in the collective effort to improve our school.

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 first two sections below analyze our current reality on both the CA School Dashboard Fall 2017 release as well as our local performance indicators. The third section addresses the steps Sylvan District is planning to take to address the identified area with the greatest need for improvement.

CA SCHOOL DASHBOARD:
The California School Dashboard Equity Report indicates an Orange (or two pie) performance for the English Learner Progress Indicator. This data is comparing 2015-2016 California English Language Development Test (CELDT) results to 2016-2017 CELDT results. In addition, this data also compares the number of Reclassified Fluent English Proficient students from 2014-2015 to 2015-2016. Our status in 2016-2017 was 72.6%, with a decrease of -5.3% from 2015-2016. More students were tested in 2016-2017 than in 2015-2016. The number of students also maintaining a proficiency level increased by 51 students. The number of students who advanced a proficiency level declined by 46 from 2015-2016 to 2016-2017. The number of Long Term English Learners declined from 2015-2016 to 2016-2017 by 46 students. At the school level for this indicator, out of 13 schools 5 schools increased, 3 maintained, 2 declined, and 3 declined significantly. Each school

sites analyzed site CA School Dashboard data when writing their Single Plans for Student Achievement for 2018-2019.

LOCAL PERFORMANCE INDICATORS:
Our local metric analysis of the district English Language Arts Benchmark data as shown in the charts below titled "ELA Tri 1 & Tri 2 2017-2018" it is evident that our English Learners are not performing as well as our English Only students. The charts show the achievement gap between English Only and English Learner students. This is true in all grade levels 1st through 8th, although there is a larger achievement gap starting in 3rd grade and that gap continues through 8th grade.

Analyzing our local English Language Arts (ELA) Benchmark and Smarter Balanced Assessment Consortium (SBAC) assessments, it revealed that our English Learner students are lagging behind our English only students on achieving state standards. We dug deeper into our data in 2017-2018 working with Dr. Anthony Muhammad, author of "Overcoming the Achievement Gap Trap." The equity inventory data analysis that was completed under his direction analyzed both district wide and site specific data. The analysis of student groups across many data points provided us with a more detailed account of where our student groups are performing. The equity inventory included results for our English Language Arts and Math Benchmark results as well as state Smarter Balanced Assessment Consortium (SBAC) results.

LEA PLAN TO ADDRESS ENGLISH LEARNERS:
Our English Learner students will be a priority in 2018-2019. We must have a sense of urgency in addressing this achievement gap. Professional learning will be focused on the ELD Standards so all teachers understand that language acquisition is a nonlinear spiraling, dynamic and complex social process where meaningful interactions with others is essential. The ELD/Literacy Specialists at all sites will be instrumental in identifying potential Long Term English Learners (LTEL) and support these students with additional instruction. The Instructional Coaches will provide ongoing classroom instructional strategies support in addressing the needs of all English Learners. Local analysis of the English Learner Proficiency Assessment for California (ELPAC) Summative Assessment (SA) Spring 2018 results determined needed support for English learners in the grades third through eighth in the written language in both reading and writing, especially in grades 6, 7 and 8. Professional Learning in 2018-2019 will be strategic to support the increase of our English learners' English language proficiency so they are able to meet reclassification criteria. We will also be strategic in identifying our Long Term English Learners (LTEL). We currently have 111 LTEL students in grades 6, 7, 8. Although we have been reclassifying approximately 10% of our English learners each year, our LTEL students may be in need of additional supports. The ELPAC SA results should provide an insight for us to target specific skills. Almost 34% of our Long Term English Learners are also in Special Education.

In our work with Dr. Anthony Muhammad, over 77 teachers and administrators spent a full day with Dr. Muhammad analyzing our current reality of the inequities in student results for our students based on their student groups. Prior to our professional learning day with Dr. Muhammad, these participants from each school all met together with the Ed Services Department. Teams were guided through learning of meritocracy, a system in which the talented are chosen and moved ahead on the basis of their achievement versus an egalitarinism system in which we guarantee that all students will learn. Teams were provided an opportunity to analyze their current reality on many data points in the way of their Equity Inventory. The conversations focused around moving forward and making changes, the first one being awareness of these inequities. The Equity Inventory identified those achievement and behavioral gaps to help us answer these questions: What disturbs you when you look at the data? Are we working for ALL students? Examining our current system to ensure equal benefit for ALL students, where are we falling short? In response to this need, we

have determined that professional learning is needed to support and build the capacity of K-8 teachers, including all content areas and electives, to meet the needs of our English Learners (ELs), our students at-risk of becoming Long Term English Learners (LTELs) and our LTEL students. Grade-span specific sessions will focus on providing Kindergarten through 8th grade teachers with more than a cursory knowledge of the ELD standards and will include specific strategies aligned to integrated and designated ELD instruction with the goal of ensuring that all core instruction is designed to increase EL access to core curriculum, accelerate their language acquisition, and increase their proficiency in grade level standards. The expectation for all teachers is that ELD standards will be evident through integrated English Language Development (ELD) and the focus of designated ELD.

ELA TRI 1 2017-2018	1st EO	1st EL	2nd EO	2nd EL	3rd EO	3rd EL	4th EO	4th EL	5th EO	5th EL
Standard Not Met	14.7%	26.9%	37.8%	48.6%	45.1%	81.1%	36.0%	71.0%	47.6%	90.1%
Standard Nearly Met	36.7%	46.9%	34.1%	38.2%	37.3%	15.7%	46.7%	29.0%	36.9%	9.9%
Standard Met/Exceeded	48.6%	26.9%	28.2%	13.3%	17.5%	3.1%	17.3%	0.0%	15.6%	0.0%

ELA TRI 2 2017-2018	1st EO	1st EL	2nd EO	2nd EL	3rd EO	3rd EL	4th EO	4th EL	5th EO	5th EL
Standard Not Met	25.2%	31.9%	22.6%	33.5%	29.9%	59.1%	30.3%	69.4%	40.5%	83.5%
Standard Nearly Met	30.4%	39.8%	29.4%	35.7%	36.1%	34.8%	38.7%	25.9%	42.5%	16.5%
Standard Met/Exceeded	44.4%	28.3%	48.1%	30.7%	34.0%	6.1%	30.9%	4.6%	17.0%	0.0%

ELA TRI 1 & TRI 2: 2017-2018	6th Tri1/EO	6th Tri1/EL	6th Tri2/EO	6th Tri2/EL	7th Tri1/EO	7th Tri1/EL	7th Tri2/EO	7th Tri2/EL	8th Tri1/EO	8th Tri1/EL	8th Tri2/EO	8th Tri2/EL
Standard Not Met	27.4%	78.3%	28.6%	76.1%	14.2%	78.0%	35.7%	87.0%	10.1%	55.3%	41.6%	85.7%
Standard Nearly Met	39.4%	20.3%	36.4%	18.3%	24.0%	14.6%	46.2%	13.0%	17.3%	23.7%	42.8%	14.3%
Standard Met or Exceeded	33.2%	1.4%	34.9%	5.6%	61.7%	7.3%	8.1%	0.0%	72.6%	21.1%	15.6%	0.0%

SBAC ELA EL vs EO	E0 2015	EL 2015	EO 2016	EL 2016	EO 2017	EL 2017
Standard Not Met	29.0%	61.0%	27.0%	57.0%	25.8%	64.0%
Standard Nearly Met	27.0%	27.0%	26.0%	26.0%	24.2%	24.3%
Standard Met or Exceeded	44.0%	12.0%	27.0%	16.0%	50.6%	11.8%

SBAC ELA RFEP STUDENTS	RFEP 2015	RFEP 2016	RFEP 2017
Standard Not Met	10.0%	10.0%	10.04%
Standard Nearly Met	32.0%	29.0%	27.12%
Standard Met or Exceeded	58.0%	61.0%	62.84%

Equity Inventory SBAC Scores 2016-2017	Overall	English Learners	English Only	RFEP
ELA Scores Met or Exceeded Standards - Overall Grades 3-8	48.23	11.78	50.02	62.84
Math Scores Met or Exceeded Standards - Overall Grades 3-8	38.26	13.67	55.50	48.42

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 - ENGLISH LANGUAGE ARTS ACADEMIC INDICATOR
Students with Disabilities student group is a concern for us in regards to performance on the California School Dashboard performance levels on state testing. Student with Disabilities student group English Language Arts indicator is red, declining by 3.1 points. We did see improvement for Student With Disabilities student group Mathematics Indicator moving from red to orange, with an increase of 6 points.

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. Again, there was change in 2017-2018 with an interim Director of Special Education and one new Program Specialist. In 2018-2019 the interim Director will be the Director of Special Education and we will

have only one new Program Specialist. In addition, we have maintained many of the special education teachers that were hired in 2016-2017. In 2018-2019 teachers and students in Mild/Moderate Special Day classes have access to state standards at their grade level using the same English Language Arts curriculum used by regular education classrooms. Teachers will be provided with professional learning on this curriculum. As a district some special education teachers collaborate with regular education teachers to assure their students are working toward the same essential standards identified by site teacher collaborative teams. We are anticipating an increase in collaboration between special education and regular education teachers across the district. The purpose is to provide clarity for all teachers to assure that all students access state standards. Our Equity Inventory data analysis at each site and district wide showed a discrepancy that our students with disabilities are performing below our students without disabilities in all academic data points, both local measures and state measures. In 2018-2019 our Instructional Coach will be in her third year of implementing a more focused approach to instructional support with our special education staff. We would anticipate that with this additional support as well as ongoing site and district administrative support for special education staff, our student achievement scores for this student group will increase.

When analyzing both English Language Arts and Mathematics SBAC results from the California Department of Education Smarter Balanced Assessments (SBAC), we note that our students are increasing in the percentage who have met or exceeded the standard on the ELA increased from 11.0% in 2015 to 15.92% in 2017. On the Mathematics SBAC the percentage of students who met or exceeded standards increased from 10% in 2015 to 13.48% in 2017. With the increased focus of collaborative teacher teams in 2017-2018 we anticipate growth for our Students with Disabilities on the SBAC ELA 2018 assessment. Concerning to us is the CA School Dashboard performance of red, being the lowest performance possible. As shown in the chart below our students declined by 3.1 points from distance from level 3 between the Spring 2017 and Fall 2017 CA School Dashboard releases. Again, we would anticipate that with the Fall 2018 release we anticipate a positive in points under "change."

The California Alternate Assessments (CAAs) are online tests for students with individualized education programs (IEPs) that designate the use of an alternate assessment to measure student progress on alternate achievement standards, called Core Content Connectors ("Connectors"). The Connectors make the test more accessible for students with the most significant cognitive disabilities. The CAAs are administered to each student individually. The CAA English Language Arts (ELA) results from 2016 and 2017 show growth, but still almost 50% of these students are scoring at Level 1, having limited understanding of core concepts in English Language Arts/Literacy.

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.

SUSPENSIONS:
The California School Dashboard Equity Report indicates a yellow (or three pie) performance for the Suspension Indicator. We believe that an increased awareness of discipline and suspensions allowed us to maintain this indicator and have 1 less group than the Spring 2017 Dashboard. What concerns us is that both Foster Youth and Homeless student groups indicate a Red (or one pie) performance. Both groups have 56 and 54 cumulatively enrolled students with percentages of 8.9% for Foster Youth and 9.3% for Homeless students.

Our local data for 2017-2018 shows 2 of 39 Foster Youth and 7 of 68 Homeless students who have been suspended in 2017-2018. The increased support of our counselors and site staff in all areas of suspension we believe has made an impact on this student group as well. Overall, our local data shows that suspensions are down from the previous year by 188 incidents. We anticipate improved data with the next CA School Dashboard release.

SBAC Student with Disabilities (SBAC Website)	ELA 2017	ELA 2016	ELA 2015
Standard Not Met	67.99%	71.0%	74.0%
Standard Nearly Met	16.48%	16.0%	15.0%
Standard Met or Exceeded	15.52%	13.0%	11.0%

CAA Student with Disabilities (SBAC Website)	ELA CAA 2017	ELA CAA 2016
Level 1 - Limited understanding of core concepts	47.56%	54.0%
Level 2 - Foundational understanding of core concepts	35.37%	32.0%
Level 3 - Understanding of core concepts	17.07%	14.0%

CA School Dashboard Students with Disabilities English Language Arts Indicator Fall 2017

Student Group	Student Performance	Number of Students	Status	Change
Fall 2017 Release		820	Very Low 95.6 points below level 3	Declined -3.1 points
Spring 2017 Release		801	Very Low 92.5 points below level 3	Maintained +2.8 points

CA School Dashboard Suspension Fall 2017

Student Group	Student Performance	Number of Students	Status	Change
Foster Youth		56	Very High 8.9%	Increased Significantly +2.2%
Homeless		54	Very High 9.3%	Increased Significantly +6.4%

Suspensions 2017-2018 Up to 3/18	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	TOTAL
Total K-5	2	16	22	8	22	10	17	23	120
Total 6-7-8	5	27	62	34	33	73	57	65	356
TOTAL	7	43	84	42	55	83	74	88	476

Suspensions 2016-2017 Up to 3/17	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	TOTAL
Total K-5	4	28	42	44	24	30	38	42	252
Total 6-7-8	21	55	63	64	45	38	47	79	412
TOTAL	25	83	105	108	69	68	85	121	664

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

Increased or Improved services

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 and Induction as well as the Director of Categorical Programs. Although the California School Dashboard reported our English Learner Progress Indicator (ELPI) from Spring 2017 to Fall 2017 with a decline of -5.3%, our 2018-2019 English Learner Proficiency Assessment for California (ELPAC) Summative Assessment which was administered to all English Learners in February 2018 through May 2018 looks promising. ELPAC has four performance level descriptors, ranging from Level 1 to Level 4. Each grade level received a mean average, with the average for all grade levels ranging from 2.4 to 3.3 out of 4.

Our low-income students and foster youth come to school with additional needs. We increased our number of counselors from 4 to 11. In 2018-2019 our counselors will meet weekly to collaborate on specific areas of need on: Foster Youth, Behavior and Attendance. Each counselor will have

knowledge of students needing support at their school sites, with each counselor also being an expert in one area so when the team collaborates that knowledge can be shared. 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.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$86,940,662.00
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$6,202,604.26

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.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$69,031.647.00

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

Goal 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 Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 2: State Standards (Conditions of Learning)
                      Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 7: Course Access (Conditions of Learning)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. SBAC ELA/Literacy & Mathematics	1. SBAC ELA/Literacy & Mathematics The following is preliminary data from May 2018. SBAC: 2017-2018 ELA/Literacy: All Students: 53% Standards Met or Exceeded English Learners: 12% Standards Met or Exceeded Low Income: 42% Standards Met or Exceeded 2017-2018 Mathematics: All Students:

Expected	Actual
17-18 SBAC: 2016-2017 ELA/Literacy: All Students: 65% Standards Met or Exceeded English Learners: 35% Standards Met or Exceeded Low Income: 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 **Baseline** 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 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	40% Standards Met or Exceeded English Learners: 12% Standards Met or Exceeded Low Income: 31% Standards Met or Exceeded
Metric/Indicator 2. Sylvan District ELA and Mathematics Benchmarks - Percentage of students performing at or above grade level	2. Sylvan District ELA and Mathematics Benchmarks - Percentage of students performing at or above grade level 2017-2018 Trimester Average At or Above Grade Level: 1st - Lang Arts 44; Math 69 2nd - Lang Arts 43; Math 81 3rd - Lang Arts 27; Math 53

	Expected	Actual

Expected	Actual
17-18 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 **Baseline** 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	4th - Lang Arts 20; Math 41 5th - Lang Arts 17; Math 35 6th - Lang Arts 22; Math 44 7th - Lang Arts 34; Math 33 8th - Lang Arts 51; Math 44
Metric/Indicator 3. English Language Development Test **17-18** This will be determined based on the new English Language Proficiency Assessments for California (ELPAC) that will be operational in Spring 2017. **Baseline** This will be determined based on the new English Language Proficiency Assessments for California (ELPAC) that will be operational in Spring 2017.	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. ELPAC Baseline Data from Spring 2018 ELPAC Summative Assessment. The results below are based on local data analysis.

		Expected		Actual	

<table>
<tr><th>Grade Level</th><th>ELPAC (Overall) 2017-2018 Scale Score</th><th>ELPAC Oral Language 2017-2018 Scale Score</th><th>ELPAC Written Language 2017-2018 Scale Score</th></tr>
<tr><td>Transitional & Kindergarten</td><td>Expanding</td><td>Expanding</td><td>Expanding</td></tr>
<tr><td>First</td><td>Bridging</td><td>Bridging</td><td>Bridging</td></tr>
<tr><td>Second</td><td>Bridging</td><td>Bridging</td><td>Bridging</td></tr>
<tr><td>Third</td><td>Expanding</td><td>Expanding</td><td>Expanding</td></tr>
<tr><td>Fourth</td><td>Expanding</td><td>Bridging</td><td>Expanding</td></tr>
<tr><td>Fifth</td><td>Expanding</td><td>Bridging</td><td>Expanding</td></tr>
<tr><td>Sixth</td><td>Expanding</td><td>Expanding</td><td>Emerging</td></tr>
<tr><td>Seventh</td><td>Expanding</td><td>Expanding</td><td>Emerging</td></tr>
<tr><td>Eighth</td><td>Expanding</td><td>Expanding</td><td>Emerging</td></tr>
<tr><td>ELD Standards Proficiency Levels</td><td>Emerging - requires substantial linguistic support</td><td>Expanding - requires moderate linguistic support</td><td>Bridging - requires light linguistic supports</td></tr>
</table>

Metric/Indicator
4. English Learner Reclassification Rate

17-18
Increase by 2%

Baseline
2014-2015 - 198 English Learners reclassified

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4. English Learner Reclassification Rate

2017-2018 - 176 English Learner reclassified

Metric/Indicator
5. Fitness Gram
17-18
Increase by 2%

Baseline
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%

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5. Fitness Gram

2017-2018 Aerobic Capacity - Healthy Fitness Zone - 5th Grade 54.8%; 7th Grade 63.6%
2017-2018 Flexibility - Healthy Fitness Zone - 5th Grade 56.8%; 7th Grade 69.5%

Metric/Indicator
6. Professional learning on research-based instructional strategies focused on State Standards for all students in order to provide a broad course of study

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6. Professional learning on research-based instructional strategies focused on State Standards for all students in order to provide a broad course of study

Expected	Actual

17-18 Increase all by 5% **Baseline** BrightBytes March 2016: 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	The baseline data and explanation for this BrightBytes data point was reported incorrectly at 73%- Teachers' time spent on school-sponsored professional learning. Corrected Metric: March 2016 Baseline data should have read: 25% - Percent of teachers report time spend per year participating in school-sponsored professional learning of 9 hours or more. BrightBytes March 2018: 45% - Percent of teachers report time spend per year participating in school-sponsored professional learning of 9 hours or more. 25% - Percent of teachers considered this professional learning above average SUSD Online Learning Survey was not administered in 2017-2018. This local measure will be discontinued.
Metric/Indicator 7. Access to technology **17-18** Increase both by 5% **Baseline** 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.	7. Access to technology The baseline BrightBytes data point proved to be invalid data based on the questions that the students were asked to respond to regarding blogging, etc online which doesn't fit with this metric. The metric will be discontinued - 17% of students were asked to write online at least monthly. It will be replaced with the Baseline data point noted below. BrightBytes March 2018: 68% of teachers asked their students to complete online assessments at least monthly BrightBytes March 2018 Baseline Metric to replace metric being discontinued as noted above: 73% of Students agree technology in learning and daily life enhance both
Metric/Indicator 8. Use of instructional technology **17-18** Increase by 50%	8. Use of instructional technology BrightBytes March 2018: 38% of teachers report using digital textbooks 61% of teachers report almost daily student use of technology 37% of teachers report they are highly knowledgeable in digital citizenship skill 13% of students report they are taught digital citizenship skills at least monthly

Expected	Actual
Baseline 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	
Metric/Indicator 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. **17-18** Increase to average 3.00 **Baseline** 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	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 Spring 2018: Learning as our fundamental purpose - Average score 2.80 Building a collaborative culture through high-performing teams - Average score 3.09 A focus on results - Average score 2.90
Metric/Indicator 10. School Facilities Inspection Reports **17-18** Maintain 100% **Baseline** Maintain 100%	10. School Facilities Inspection Reports Maintained 100% in 2017-2018.
Metric/Indicator 11. High Quality Teachers appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching **17-18** Maintain 100% **Baseline** CALPADS Report 2016-2017 100%	11. High Quality Teachers appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching ESSA eliminates the specific requirements related to Highly Qualified Teachers (HQT). Therefore, CALPADS will stop collecting on the Course Section file, the following two data elements that have been collected as part of the Fall 2 submission The Human Resource Department reports:

Expected	Actual
	Human Resource is doing a data analysis of Educator Equity. The baseline will be created in 2018-2019 for the 2019-2020 LCAP.
Metric/Indicator 12. Access to Standards Aligned Core Materials **17-18** Maintain 100% **Baseline** Board of Trustees Resolution Sufficient Textbooks - 100% in 2016-2017	12. Access to Standards Aligned Core Materials Maintained in 2017-2018.
Metric/Indicator 13. California Assessment Science Test **17-18** Growth **Baseline** Baseline will be set in 2017-2018	13. California Assessment Science Test Due to the California Assessment Science Test being a field test in 2017-2018, the baseline will be set in 2019-2020 when the operational CAST results are available from school year 2018-2019.
Metric/Indicator 14. Middle School Drop Out Rate **17-18** Maintain 0% **Baseline** DataQuest - 2015-2016 0%	14. Middle School Drop Out Rate DataQuest - 2016-2017 - two 7th grade dropouts
Metric/Indicator 15. Sylvan District is not a high school district so the high school metrics for Priority 4 are not applicable. **17-18** Sylvan District is not a high school district so the high school metrics for Priority 4 are not applicable. **Baseline** 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.	15. Sylvan District is not a high school district so the high school metrics for Priority 4 are not applicable.
Metric/Indicator 16. Annual Performance Index (API) **17-18** API - No Longer Applicable	16. Annual Performance Index (API)

	Expected	Actual
Baseline	API - No Longer Applicable	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Teaching Reading for all teachers in grades K-5 Embedded Coaching with Solution Tree Eureka Math Lesson Study ELD Standards Institute ELD Standards Institute - Advanced Paraprofessional California Science Teachers Conference National Speech Pathologists Conference California Association of School Counselors Math DESMOS Training for Middle School History/Social Science Framework State Rollout IO Education Training Middle School Course of Study Lightsail Middle School Intervention Training NGSS Training Technopalooza Benchmark Advanced -Digging Deeper with Differentiated/Small-Group Instruction Writing in StudySync	2 additional days for staff at beginning of school year for Professional Learning 1000-1999: Certificated Personnel Salaries LCFF 438,532	2 additional days for staff at beginning of school year for Professional Learning 1000-1999: Certificated Personnel Salaries LCFF 453,824.70
		Professional Learning Expenditures 5000-5999: Services And Other Operating Expenditures Title I 156,620	Professional Learning Expenditures 5000-5999: Services And Other Operating Expenditures Title I 156,620
		Professional Learning Expenditures 4000-4999: Books And Supplies LCFF 5,000	Professional Learning Expenditures 4000-4999: Books And Supplies LCFF 8,479.69
		Director of Professional Learning/Induction 1000-1999: Certificated Personnel Salaries LCFF 147,380	Director of Professional Learning/Induction 1000-1999: Certificated Personnel Salaries LCFF 148,480.05
		Substitutes 1000-1999: Certificated Personnel Salaries Title I 51,075	Substitutes 1000-1999: Certificated Personnel Salaries Title I 43,568.00
		Instructional Coaches 1000-1999: Certificated Personnel Salaries Title I 692,606	Instructional Coaches 1000-1999: Certificated Personnel Salaries Title I 667,982.64

	Making and Tinkering in STEM Math Language PE Teachers - Physical Literacy, Teaching Games for Understanding & Technology Integration Computer Teachers - Final Cut Pro & LiveCode Woodshop Teachers - Integration of Soft Skills & Business Skills Mild/Moderate Special Ed Teachers - Special Education Number Talks Middle School Science Teachers - NGSS Lesson Design & Assessment Counselors and Psychologists - Suicide Prevention Art Integration - Art Teachers Instrumental & Classroom/Vocal Music - All Music Teachers SCOE Tech Specialists at Technopalooza History/Social Science Framework - History/SS Teachers BreakThrough Coaching	Instructional Coaches 1000-1999: Certificated Personnel Salaries Title III 105,046 Coaching for Administrators (Breakthrough Coaching) 5000-5999: Services And Other Operating Expenditures General 28,578	Instructional Coaches 1000-1999: Certificated Personnel Salaries Title III 102,236.47 Coaching for Administrators (Breakthrough Coaching) 5000-5999: Services And Other Operating Expenditures General 27,944.00

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	All sites have had 4 Embedded Coaching Days with Solution Tree consultants. Additional Embedded Coaching Days added: Professional Learning for all site administrators	Assistant Principals 1000-1999: Certificated Personnel Salaries LCFF 447,460 Solution Tree Consultants - Embedded Coaching 5800: Professional/Consulting Services And Operating Expenditures Title I 338,000	Assistant Principals 1000-1999: Certificated Personnel Salaries LCFF 452,390.14 Solution Tree Consultants - Embedded Coaching 5800: Professional/Consulting Services And Operating Expenditures Title I 338,000

focus on Response to Intervention implementation process and continue to strengthen PLCs.	Middle School Guiding Coalitions with Dennis King focusing on the role of Guiding Coalition members. The PLC Implementation & Collective Efficacy Survey was administered in October 2017. The survey was administered in Fall 2016 and Spring 2017, but only to Guiding Coalition member. We will use the Fall 2017 data as baseline data as it is a better representation of teachers across the district with 314 participants. Fall 2017 Results: Learning as our Fundamental Purpose - 2.41 Building a Collaborative Culture through High Performing Teams - 2.66 A Focus on Results - 2.39 Collective Efficacy - 501 Spring 2018 Results: Learning as our Fundamental Purpose - 2.80 Building a Collaborative Culture through High Performing Teams - 3.09 A Focus on Results - 2.90 Collective Efficacy - 500	Solution Tree Consultants - Beginning of Year Professional Learning 5800: Professional/Consulting Services And Operating Expenditures Title I 26,000 Professional Learning Materials 4000-4999: Books And Supplies Title I 5,000	Solution Tree Consultants - Beginning of Year Professional Learning 5800: Professional/Consulting Services And Operating Expenditures Title I 20,800.00 Professional Learning Materials 4000-4999: Books And Supplies Title I 878.00

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A.3 Library access for all student groups to support pupils research and learning.	Pupils are able to access the library before and after school at all school sites. Classes visit	Maintain full time access to libraries at all sites 2000-2999:	Maintain full time access to libraries at all sites 2000-2999:

| | libraries and learn about how to access materials. With the libraries being open more students have the opportunity to explore choice text. This has allowed students full access to materials for both research and pleasure reading. | Classified Personnel Salaries LCFF 202,728 | Classified Personnel Salaries LCFF 197,173.04 |
| | | Librarian 2000-2999: Classified Personnel Salaries LCFF 107,488 | Librarian 2000-2999: Classified Personnel Salaries LCFF 110,209.76 |

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A.4 Integrate technology in all content areas supported by professional learning and support by the Director of Technology and Instructional Coaches.	Six of our eight Instructional Coaches are Google Certified Level 1, 2 or both. One will be attending certification training in May 2018. One coach is certified as an Apple Teacher Coach Contact Data 1st Trimester: Teacher initiated coach contact more than once - 176 times (includes individuals and groups) Site initiated coach contact (includes individual, group, Monday Meetings, PLC, Round, etc) - 377 times Our BrightBytes data from October 2017, district wide 54% of teachers reported almost daily student computer use in the classroom. The March 2018 data resulted in 61% district wide percentage, with an increase of 6%. When looking at site data, there were differences in schools all showing increases, but still disparities, as shown below: October 2017 March 2018 Collection Collection	Pupil & Teacher Workstations; Software; Wireless Infrastructure 4000-4999: Books And Supplies LCFF 300,000	Pupil & Teacher Workstations; Software; Wireless Infrastructure 4000-4999: Books And Supplies LCFF 169,613.02
		Technology Support Staff 2000-2999: Classified Personnel Salaries LCFF 126,153	Technology Support Staff 2000-2999: Classified Personnel Salaries LCFF 130,082.34

60%	87%
71%	76%
76%	81%
36%	40%
41%	55%
59%	79%
58%	64%
74%	82%
47%	57%
35%	46%
75%	73%
48%	35%
15%	27%

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A.5 Hire and maintain qualified and trained personnel provided with competitive compensation.	Human Resources Department continues to hire qualified personnel. The Director of Human Resources provides training to all new staff, classified and certificated as part of the "on boarding" process. New Teacher Support (Induction) has 44 participants. With the Director of Professional Learning/Induction and 2.5 Induction Specialists, these 44 participants are supported in their first two years of teaching.	Provide competitive salaries for both Certificated and Classified Staff	Provide competitive salaries for both Certificated and Classified Staff
		New Teacher Support Mentors 5800: Professional/Consulting Services And Operating Expenditures LCFF 16,384	New Teacher Support Mentors 5800: Professional/Consulting Services And Operating Expenditures LCFF 28,015.20
		Director of Human Resources 1000-1999: Certificated Personnel Salaries LCFF 155,187	Director of Human Resources 1000-1999: Certificated Personnel Salaries LCFF 164,323.58
		Professional Learning for Classified Managers and Staff 5000-5999: Services And Other Operating Expenditures LCFF 15,000	Professional Learning for Classified Managers and Staff 5000-5999: Services And Other Operating Expenditures LCFF 8,980.00

Action 6

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A.6 Facilities will be maintained to provide a safe and healthy learning environment.	All 2017-2018 Facilities Inspections have been completed with "Good" status reported for all. This information is included in the School Accountability Report Cards for 2016-2017 and on the CA School Dashboard under Local Indicators - Basics State LCFF Priority 1	Facility Inspection Tool System - No anticipated cost 0	Facility Inspection Tool System - No cost

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Elementary ELD/Literacy Specialists are servicing approximately 144 students in Tier 3 Literacy Groups. *In ELD role, they will continue to provide support at Tier 3 for universal skill of English Language by servicing Levels 1-2 (some low scale score 3's) in grades 1-5. Tier 3 is not essential standards, but "stuff they missed in previous years." *In literacy role, they will provide support to students reading two years below grade level in grades 2-3 followed by 4-5 then grade 1 (in that order of priority). *Important to note that designated ELD and reading support for students two years below grade level is not solely the responsibility of Specialists. *Schedules must be focused on student need. Equity vs Equality: Equity and equality are two strategies we can use in an effort to produce fairness. Equity is giving everyone what they need to	Teacher Hourly Pay for Site-Based Programs 1000-1999: Certificated Personnel Salaries Title I 50,000 Student Data Management Systems (EADMS) 5000-5999: Services And Other Operating Expenditures LCFF 54,805	Teacher Hourly Pay for Site-Based Programs 1000-1999: Certificated Personnel Salaries Title I 15,321.00 Student Data Management Systems (EADMS) 5000-5999: Services And Other Operating Expenditures LCFF 53,310.00

be successful. Equality is treating everyone the same. Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help. We know that not all our students start at the same place and need the same help.

The Elementary ELD/Literacy Specialists meet with the Director of Categorical Programs and the Director of Professional Learning/Induction throughout the year for professional learning centered on the ELA/ELD Framework with a focus on literacy.

Middle School Intervention Teachers are servicing approximately 70 students in Tier 2 groups. LightSail is being piloted at the middle schools in Language Acquisition classes. These students are just beginning to use this program so we don't have much data.

Boys and Girls Club at Sylvan, CF Brown and Somerset all have "Power Hours" to support student learning.

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A.8 Using the ELA/ELD Framework as a guide, increase staffs' understanding of ELD	Professional Learning for Grades K-5 occurred in Spring 2018 that	Books and Supplies 4000-4999: Books And Supplies Title I 2,000	Books and Supplies 4000-4999: Books And Supplies Title I 5,595.30

standards to ensure English learners are provided with support in accessing the State Standards (credentialed and classified staff).	encompasses the ELD standards and teaching reading. All Instructional Coaches have attended the ELD Standards Institute and weave this knowledge into learnings with classroom teachers.	Substitutes/Stipends 1000-1999: Certificated Personnel Salaries Title I 20,000	Substitutes/Stipends 1000-1999: Certificated Personnel Salaries Title I 23,774.52

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	It is important that our EL students are engaged in text that is accessible to them. Elementary English learner students are supported in designated ELD through the use of the ELA/ELD curriculum adoption and specific instructional strategies that focus on the ELD standards and exposing students to a variety of text. This occurs at all grade levels. Wednesday collaboration days have provided a more focused approach for the ELD/Literacy Specialists to collaborate with the regular classroom teachers to assure that the students are achieving academically. During this time the ELD/Literacy Specialists are able to offer support for integrated ELD instructional strategies to help our English learner students in the regular classroom.	ELD/Literacy Specialists FTE 14.0 1000-1999: Certificated Personnel Salaries LCFF 1,419,261	ELD/Literacy Specialists FTE 14.0 1000-1999: Certificated Personnel Salaries LCFF 1,410,240.70

LightSail was piloted at the middle schools in Language Acquisition classes. These students showed growth in their lexile reading levels since the beginning of the pilot. One 6th grade student is excelling having increased his Lexile reading level from 292 to 408 and completing 43 books in three weeks. He has been in the US for two years. Due to funding and the difficult of managing the program, this will not be continued next year. The Board of Trustees approved a contract to implement Read 180 in 2018-2019 will will provide a more strategic focus for our students.

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	All Middle School English Learners have access to core ELA curriculum - StudySync. We have 249 English Learner middle school students who we need to assure are receiving the support needed to successfully acquire the English language. Of our 249 English Learner middle school students – 60 of these students have been in the United States since 2009, and 30 of these 60 students have been in the United States for less than 2 years. For students newer to the English and those students with CELDT	Title I Paraprofessionals 2000-2999: Classified Personnel Salaries Title I 197,988	Title I Paraprofessionals 2000-2999: Classified Personnel Salaries Title I 99,595.65

	scores of 3 or lower they participate in the Language Acquisition classes that focus on the ELD Standards and the foundations of the language. In 2018-2019 the ELPAC Summative Assessment results will be used to determine placement in these classes.

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A.11 Newcomer English Learners needing additional language acquisition support will be provided software to support acquisition.	We currently have 92 students in Grades K-8 enrolled in Rosetta Stone. Students can access this program at school and at home. Curriculum Report for 2017-2018: Score Average 91% Usage Report for 2017-2018: English Level 1 - 944 hours English Level 2 - 327 hours English Level 3 - 211 hours English Level 4 - 125 hours English Level 5 - 123 hours	Rosetta Stone 5000-5999: Services And Other Operating Expenditures Title III, Immigrant 11,500 Newcomer Instructional Materials 4000-4999: Books And Supplies Title III, Immigrant 10,077	Rosetta Stone 5000-5999: Services And Other Operating Expenditures Title III, Immigrant 11,500.00 Newcomer Instructional Materials 4000-4999: Books And Supplies Title III, Immigrant 0.00

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 2017-2018 LCAP actions, services and expenditures were mostly implemented. After analyzing stakeholder feedback and metrics, the LCAP Steering Committee determined that the actions, services and expenditures would continue to be implemented. Professional Learning will continue to be a major focus as we move forward to increase student achievement. It was evident in the analysis that there is still an achievement gap between our student groups and all students. Embedded Coaching at all sites with

Solution Tree consultants has strengthened our collaborative teacher teams focus on essential standards and identifying students who need additional time and support to be successful academically. After analyzing our mathematics local and state metrics it was determined that additional professional learning at the elementary upper grades would support student achievement. An administrator on special assignment provided intense professional learning on mathematics instructional practices.

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 needed. Our metric analysis showed growth in areas as outlined under the Annual Measurable Outcomes.

The California School Dashboard Fall 2017 release validated that our professional learning in 2016-2017 around the ELA/ELD new curriculum adoption showed increases for all students as well as our students groups, English Learners, and Socioeconomically Disadvantaged. The only decline was for our student group, Students with Disabilities. In 2018-2019 the curriculum in our special education classes will be aligned to what students have access to in regular education classes. When looking only at our English Learner students, not including any reclassified fluent English proficient students, this student group increased by 13.2 points.

The Mathematics Assessment Report on the Fall 2017 release of the California School Dashboard Status and Change report for our students groups shows: 7 groups increased; 4 groups maintained, and 1 group declined. This was an improvement from the Spring 2017 California School Dashboard Status and Change report which showed 8 groups increased, 0 maintained and 3 declined. In addition, our English Learner only group, not including any reclassified fluent English proficient students, increased by 13.7 points.

The English Language Proficiency Assessment for California (ELPAC) Summative Assessment administered in Spring 2018 to all English Learners. Under Metric 13 above is a local analysis of our results.

With the strengthening of the Professional Learning Communities process and teacher collaboration through the Embedded Coaching support from Solution Tree, we would expect to see improvement in all areas.

ENGLISH/LANGUAGE ARTS INDICATOR CA SCHOOL DASHBOARD	2017 Spring 2015-2016 Average Distance from Level 3	2017 Fall 2016-2017 Average Distance from Level 3	Change from 2015-2016 to 2016-2017
All Students	-13.50	-10.50	3.00
Engish Learners	-40.10	-37.90	2.20
Socioeconomically Disadvantaged	-38.10	-36.00	2.10
Students with Disabilities	-92.50	-95.60	-3.10

MATHEMATICS INDICATOR CA SCHOOL DASHBOARD	2017 Spring 2015-2016 Average Distance from Level 3	2017 Fall 2016-2017 Average Distance from Level 3	Change from 2015-2016 to 2016-2017
All Students	-36.50	-31.00	5.50
Engish Learners	-58.50	-55.50	3.00
Socioeconomically Disadvantaged	-61.70	-57.40	4.30
Students with Disabilities	-123.20	-117.20	6.00

ELPI - English Leaners CA SCHOOL DASHBOARD	2015	2016	2017
Percent of ELs who made progress towards English proficiency	68.80%	77.90%	72.60%

LTELs - DataQuest	ELs 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk of LTEL
Total Students	793	144	111	277

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Under Estimated Actual Expenditures the addition of:
Action A.1 - Principal on Special Assignment was added to provide Eureka Math Lesson Study professional learning.
Action A.1 - 1.56% raise not calculated into budgeted expense
Action A.2 - Two professional learning days contracted with Solution Tree was added.
Action A.5 - Additional New Teacher Support Mentors increased from 7 to 12 mentors.
Action A.6 - Loss of one Instructional Coach in February 2018; did not replace staff member in 2017-2018
Action A.4 - Needs met. Did not need to expend entire amount budgeted.
Action A.5 - Health and 1.56% raise not calculated into budgeted expense
Action A.5 - Needs met. Did not need to expend entire amount budgeted.
Action A.7 - Needs met. Did not need to expend entire amount budgeted.
Action A.9 - 1.5% raise not calculated into budgeted expense
Action A.10 - Budgeted double the amount needed under Budgeted Expense

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.

Metrics Changed:
Metric 3 English Language Development Test - Baseline data was added above under actuals from Spring 2018 English Learner Proficiency Assessment for California (ELPAC) Summative Assessment
Metric 6 Sylvan Union School District Online Learning Survey - This survey was not administered in 2017-2018. This local metric will be discontinued.
Metric 13 California Assessment Science Test - Due to the CAST being a field test in 2017-2018, baseline data will be generated from the 2018-2019 CAST administration
Metric 17 and Metric 18 will be added for 2018-2019 California School Dashboard

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 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 Priorities: Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Aeries Parent Portal **17-18** Aeries Parent Portal - Increase Middle School and Elementary by 20% **Baseline** Aeries Parent Portal - 2015-2016 Parent Log In: Middle School 39.78%; Elementary 0.88%	1. Aeries Parent Portal This data is no longer accessible. This local metric will be discontinued.
Metric/Indicator 2. KeepNTrack Volunteer Report **17-18** Increase by 10% **Baseline** KeepNTrack Volunteer Report - 2015-2016 15,136 hours	2. KeepNTrack Volunteer Report KeepNTrack Volunteer Report - 2017-2018 - 15,621 hours
Metric/Indicator 3. Attendance Rates	3. Attendance Rates 2017-2018 - 96.11%

Expected	Actual
17-18 Increase by 0.5%(96.62%) **Baseline** Attendance Rates - 2014-2015 96.12%	
Metric/Indicator 4. Chronic Absenteeism Rates **17-18** Local Data - Decrease by 3.33% Determined when California School Dashboard is updated Fall 2017 **Baseline** Chronic Absenteeism Rates - 2016-2017 1.73% from CALPADS 14.1 Report	4. Chronic Absenteeism Rates 2017-2018 - CALPADS 14.1 Report - 1.62%, declined by 0.11%
Metric/Indicator 5. California Healthy Kids Survey (CHKS) **17-18** Administered Every Other Year - next year 2018-2019 **Baseline** CHKS - 2014-2015 77% of student feel close to people at school; 58% feel a part of the school	5. California Healthy Kids Survey (CHKS) Administered Every Other Year - next year 2018-2019
Metric/Indicator 6. BrightBytes **17-18** Increase by 10% **Baseline** BrightBytes - March 2016 - 39% of students were asked to collaborate online with classmates at least monthly	6. BrightBytes BrightBytes - March 2018 - 49% of students were asked to collaborate online with classmates at least monthly
Metric/Indicator 7. Suspension Rates **17-18** Decrease all groups by 2%	7. Suspension Rates California School Dashboard Fall 2017 Release - All Students - 2.8%

	Expected	Actual

Baseline
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%

- Students with Disabilities - 4.7%
- English Learners - 1.4%
- Low Income - 3.7%

Metric/Indicator
8. Expulsion Rates

17-18
Decrease by 2%

Baseline
Expulsion Rates - 2014-2015 16 expulsions

8. Expulsion Rates

2017-2018 - 11 expulsions, decreased by 30%

Metric/Indicator
9. DataQuest Middle School Dropout Data

17-18
Maintain 0%

Baseline
Middle School Dropout Rates
Maintain 0% Dropout Rate

9. DataQuest Middle School Dropout Data

2016-2017 DataQuest - two 7th grade drop outs

Metric/Indicator
10. Sylvan District is not a high school district so metrics for Priority 5 are not applicable.

17-18
10. Sylvan District is not a high school district so metrics for Priority 5 are not applicable.

Baseline
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.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Sites have provided parent training opportunities that include: Family LCAP Night Coffee with the Counselors Back to School Night - Technology component on how to log on to Aeries Coffee with the Principal Muffins with Moms Donuts with Dads STEAM Elective Showcase Night Math Night Social Media Sites Translators at student achievement meetings	Materials 4000-4999: Books And Supplies Title I 2,000 Teacher Hourly Pay 1000-1999: Certificated Personnel Salaries Title I 2,544 Teacher Hourly Pay 2000-2999: Classified Personnel Salaries Title I 15,974	Materials 4000-4999: Books And Supplies Title I 1,104.41 Teacher Hourly Pay 1000-1999: Certificated Personnel Salaries Title I 412.71 Teacher Hourly Pay 2000-2999: Classified Personnel Salaries Title I 7,875.73

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	The counselors and office staff are working with families who have students with struggling attendance or behavioral issues. Counselors are a valuable resource on our school campuses for pupils, staff and families. They provide classroom presentations on topics that are specific to the class need, which could include bullying, peer relationships, anger management, just to name a few. Counselors also provide individual or small group counseling for	Counselors 2.0 FTE 1000-1999: Certificated Personnel Salaries LCFF 213,358 Counselors 2.0 FTE 1000-1999: Certificated Personnel Salaries Title I 252,834 Materials 4000-4999: Books And Supplies LCFF 5,000	Counselors 2.0 FTE 1000-1999: Certificated Personnel Salaries LCFF 191,988.04 Counselors 2.0 FTE 1000-1999: Certificated Personnel Salaries Title I 274,418.61 Materials 4000-4999: Books And Supplies LCFF 1,575.64

identified students. Some of the needs this year are grief, loss, divorce and peer relationships.

District Office Staff Student Mentoring Program
Attendance Challenge Days
Personal phone calls home for positive attendance/behavior

Counselors advise staff regarding supports and strategies to use with students, communicates with and advises parents.

Counselor works with students during recess and lunch on the playground, focusing on peer/social relationships.

District Office Staff Student Mentoring Program
Attendance Challenge Days

Personal phone calls home for positive attendance/behavior

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
B.3 Promoting positive behavior both inside and outside the classroom so pupils are engaged in school and attending on a regular basis.	Counselors are field testing Zones of Regulation in all 3rd grade classrooms. 1st lesson is to be done by Winter Break in all 3rd grade classrooms. The increase of campus supervision from 2014-2015 continues to result in an environment on school sites that is	Continue with increased campus supervision. 2000-2999: Classified Personnel Salaries LCFF 16,221	Continue with increased campus supervision. 2000-2999: Classified Personnel Salaries LCFF 19,969.44
		Implement Positive Behavior Intervention Support (PBIS) at sites 4000-4999: Books And Supplies LCFF 1,000	Implement Positive Behavior Intervention Support (PBIS) at sites 4000-4999: Books And Supplies LCFF 600.00

	supported with additional supervision. All campus supervisors were trained by the Director of Human Resources on supervisions and building trust with students. One school site is piloting the PBIS in conjunction with Stanislaus County Office of Education. The BCBA works closely with site administrators to support students in general education settings that need additional behavior support. Remind app - Text to families Classroom Dojo - communication with families	Board Certified Behavior Analyst (BCBA) 2000-2999: Classified Personnel Salaries LCFF 108,810 Counselor FTE 1.0 with Focus on Behavior 1000-1999: Certificated Personnel Salaries Title I 81,404	Board Certified Behavior Analyst (BCBA) 2000-2999: Classified Personnel Salaries LCFF 109,450.28 Counselor FTE 1.0 with Focus on Behavior 1000-1999: Certificated Personnel Salaries Title I 78,664.77

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Data was provided to all school sites at the beginning of the school year by Ed Services that identified students in all four categories below. The attendance specialists meet bi-monthly with the Director of Student Support Services/Child Welfare and Attendance and the school counselor focused on student attendance. This team looks at data and determines best practices to address attendance concerns.	Maintain increased 1.375 FTE office support 2000-2999: Classified Personnel Salaries LCFF 38,420	Maintain increased 1.375 FTE office support 2000-2999: Classified Personnel Salaries LCFF 40,351.89

CALPADS Report 14.1 - 2016-2017 Chronic Absenteeism Data:
Students with < 5% Absence - 5,850
Students with >=5% and<10% - 2,002
Students with >=10% and <20% - 668
Students with >=20% - 150

District Attendance Percentages for 2017- 2018:

Aug - 97.80%	Jan - 94.96%
Sep - 97.20%	Feb - 95.43%
Oct - 96.54%	Mar - 95.20%
Nov - 96.05%	Apr - 96.18%
Dec - 95.62%	May - 96.14%

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
B.5 School sites will be supported in increasing attendance rates, including pupils in targeted student groups.	The District Attendance Review Team (DART) process is new this year. All sites have been trained on the new information. 43 students were brought to DART in 2017-2018. Of these 43 students the summary is: 56% made improvement 30% made no improvement 14% dropped enrollment from Sylvan District	Director of Student Support Services/Child Welfare 1000-1999: Certificated Personnel Salaries LCFF 143,084 Counselor FTE 1.0 with Focus on Student Attendance 1000-1999: Certificated Personnel Salaries LCFF 101,954	Director of Student Support Services/Child Welfare 1000-1999: Certificated Personnel Salaries LCFF 156,904.57 Counselor FTE 1.0 with Focus on Student Attendance 1000-1999: Certificated Personnel Salaries LCFF 99,958.56

Action 6

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
B.6 Develop school-to-pupil connections, including middle school electives.	All students in grades 6-8 receive a daily elective. Art, Music, Computers, Woodshop, and other classes (based on the schedule of the particular school site) are offered, with literacy concepts woven throughout. These classes serve to address the needs for a well rounded education for all students, and offer opportunities for students to engage in content in which enriches the lives of students. Canned Food Drive Comfort Kids/Blessing Bags Socktober - collect socks to donate Dads decorate campus the Friday before Winter Break and pass out donuts	Maintain teacher stipends for middle school clubs and sports. 1000-1999: Certificated Personnel Salaries LCFF 32,000 Fine Arts Teachers Maintain Art 2.6 FTE - Maintain Art 5.0 FTE 1000-1999: Certificated Personnel Salaries LCFF 451,886	Maintain teacher stipends for middle school clubs and sports. 1000-1999: Certificated Personnel Salaries LCFF 39,707.81 Fine Arts Teachers Maintain Art 2.6 FTE - Maintain Art 5.0 FTE 1000-1999: Certificated Personnel Salaries LCFF 540,350.71

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	One school counselor is the Foster Youth Liaison who works with local foster agencies to ensure a smooth transition for students entering and exiting Sylvan District. This counselor is also the Homeless liaison. In 2017-2018 34 Foster Youth were enrolled in Sylvan District. Holiday Social for Foster Youth	Counselor FTE 1.0- Parent Focused and Foster Youth Liaison 1000-1999: Certificated Personnel Salaries LCFF 99,254	Counselor FTE 1.0- Parent Focused and Foster Youth Liaison 1000-1999: Certificated Personnel Salaries LCFF 107,072.10

Action 8

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
B.8 To support parent engagement, provide translation and interpretation services	Interpreters are provided to all sites so students' family members can support their children. School sites arrange for interpreters. Documents are sent to the Director of Categorical Programs for translation.	Interpreters 2000-2999: Classified Personnel Salaries LCFF 1,000 Translation Service 5000-5999: Services And Other Operating Expenditures LCFF 9,000	Interpreters 2000-2999: Classified Personnel Salaries LCFF 446.16 Translation Service 5000-5999: Services And Other Operating Expenditures LCFF 6,500.00

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
B.9 Provide opportunities for pupils to experience educational opportunities connected to classroom instruction.	6th grade students have to the opportunity to participate in Outdoor Education. All sites are organizing field trip opportunities. Site administrators work with grade level teams to determine field trips that build upon classroom instruction of standards. Assembly Speakers/Presentations Career Fair	Field Trips 5000-5999: Services And Other Operating Expenditures LCFF 30,425 Field Trips 5000-5999: Services And Other Operating Expenditures LCFF 118,000	Field Trips 5000-5999: Services And Other Operating Expenditures LCFF 18,866.19 Field Trips 5000-5999: Services And Other Operating Expenditures LCFF 120,426.01

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 2017-2018 LCAP actions, services and expenditures were all implemented. After analyzing stakeholder feedback and metrics, the LCAP Steering Committee determined that the actions, services and expenditures would continue for 2018-2019.

Under the direction of the Director of Student Support Services the Counselors had a more district wide focused approach for social emotional learning. Counselors implemented Zones of Regulation in 3rd grade at all sites and at one middle school as a pilot. Our local data analysis of a survey these students completed showed huge gains in students understanding how to self-regulate being

taught this systematic, cognitive behavioral approach. This training will be extended to more grade levels next year based on local data analysis of greatest area of need. This, along with the counselors being more focused in 2017-2018 on students previously suspended as well as intervening with those students who are have a difficult time at school has resulted in a drop in our suspensions.

Our districtwide local metric of attendance rates shows that we have maintained a 96% rate of attendance. Sites were provided with student data from 2016-2017 on chronic absenteeism. These students were identified and provided additional supports as needed to assure they attended school on a regular basis. The collaboration between site office staff, counselors and students feeling engaged at school has made an impact. Our Marzano High Reliability Schools Student Survey asking questions about being safe at school and knowing rules and procedures had an average response of 4 on a rubric 1-6, 6 being strongly agree. This data shows us that we had made growth, but still have areas of need.

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 for all students in 2015-2017 we suspended 258 students, whereas in 2016-2017 we suspended 244 students, decreasing that number by 14 students. We are anticipating with the Fall 2018 release of the Dashboard that this number will reduce even more. 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 continue 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%. DataQuest reported for 2016-2017 our chronic absenteeism rate was 8.6%, which is 2.2% below the State average and 3.1% below the Stanislaus County average. Based on our local data for 2017-2018, our rate is 7.4%.

The African American and Hispanic student groups are both below the 2016-2017 and 2017-2018 district wide rates noted above. This causes us concern and celebration when noting from our local data that in 2017-2018 African American students had a chronic absenteeism rate of 10.5%, but we also saw a positive impact of this goal's actions as the 2016-2017 the African American student group had a chronic absenteeism rate of 16.9%. Our Hispanic student group had a chronic absenteeism rate of 10.3% in 2016-2017 and based on our local data for 2017-2018 currently has a 8.9% chronic absenteeism rate.

We have established an Attendance Task Force led by a school counselor whose focus is attendance. Along with this Task Force, site office staff are also being proactive when talking with parents about the importance of being at school and the impacts it makes on a child when he/she is not in school regularly.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Under Estimated Actual Expenditures the addition of:
Action B.1 - Needs met. Did not need to expend entire amount budgeted.
Action B.2 - Loss of one Counselor in February 2018; did not replace staff member in 2017-2018

Action B.2 -1.5% raise not calculated into budgeted expense; Change of staff from a first year employee to multi-year employee
Action B.5 - Health and 1.56% raise not calculated into budgeted expense
Action B.6 - Health and 1.56% raise not calculated into budgeted expense
Action B.7 - Health, Masters Stipend and 1.56% raise not calculated into budgeted expense
Action B.9 - Needs met. Did not need to expend entire amount budgeted.

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.

Metrics Changed:
Metric 1: 1. Aeries Parent Portal - This data is no longer able to be accessed. This local metric will be discontinued.
Metric 11: 11. Marzano Family Survey - This local metric was added to replace Metric 1 that was discontinued.

Action:
Added Action B.10 to address the need for safety supplies and equipment to ensure safe environments

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

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

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 2017, January 2018, March 2018
District English Learner Parent Advisory Committee –October 2017, February 2018, April 2018
Sylvan Board of Trustees – On-going communication in Friday updates throughout the school year.
Sylvan Board of Trustees Meeting updates on 9/19/17; 10/10/17; 11/7/17; 1/23/18; 3/6/18; 4/17/18; 5/1/18; 6/12/18
Site Community Meetings - September 2017-February 2018
Community Electronic Community Feedback – August 2017 - March 2018
Staff Electronic Community Feedback – January-February 2018
School Site Council Meetings – November 2017, May 2018
Elementary and Middle School Pupils – January - February 2018
Union Representatives consultation (certificated and classified)– 11/28/17; 2/17/18; 4/24/18; 6/6/18
1st Interim Budget Report - January 2018
Site and District Administrators – November 2016, April 2018
LCAP Steering Committee – 11/28/17; 2/17/18; 4/24/18
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 - June 2018

Throughout the 2017-2018 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 2017-2018 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 2018-2020 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 2017-2018 Annual Update and the 2018-2020 LCAP was posted to the Board of Trustees Meeting agenda on June 8, 2018 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 2018-2020 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.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Modified Goal

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 Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 2: State Standards (Conditions of Learning)
                      Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 7: Course Access (Conditions of Learning)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

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 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	SBAC: 2016-2017 ELA/Literacy: All Students: 65% Standards Met or Exceeded English Learners: 35% Standards Met or Exceeded Low Income: 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	SBAC: 2017-2018 ELA/Literacy: All Students: 83% Standards Met or Exceeded English Learners: 70% Standards Met or Exceeded Low Income: 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	SBAC: 2018-2019 ELA/Literacy: All Students: 100% Standards Met or Exceeded English Learners: 100% Standards Met or Exceeded Low Income: 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
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	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	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	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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	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	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	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	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 2018.	This will be determined based on the new English Language Proficiency Assessments for California (ELPAC) that will be operational in Spring 2018. Baseline from ELPAC Summative Assessment (SA) Spring 2018 - Number of grade levels (TK/K through 8th) at ELD Proficiency Level Bridging: Overall Results - 2 of 9 grades Oral Language Results - 4 of 9 grades Written Language Results - 2 of 9 grades *TK/K grouped together which results in 9 grade levels instead of 10	Spring 2019 ELPAC Summative Assessment Results: All grade levels increase at least 20 scale score points which would result in a growth with the same ELD Proficiency Level or a move to the next level.	Spring 2020 ELPAC Summative Assessment Results: All grade levels increase at least 20 scale score points which would result in a growth with the same ELD Proficiency Level or a move to the next level.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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 strategies focused on State Standards for all students in order to provide a broad course of study	BrightBytes March 2016: 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	Increase all by 5%	Increase all by 4% SUSD Online Learning Survey was discontinued.	Increase all by 3% SUSD Online Learning Survey was discontinued.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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	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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
English language proficiency in Metric #3 above.				
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 (CAST)	Baseline will be set in 2017-2018	Growth	The CAST will be operational in 2018-2019. The Baseline will be set using those results.	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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
17. California School Dashboard - English Language Arts (ELA) Academic Indicator	Fall 2017 Release Points from Level 3: All Students - 10.5 below English Learners - 37.9 below Socioeconomically Disadvantaged - 36 below Students with Disabilities - 95.6 below African American - 56.7 below Filipino - 54.9 above Hispanic - 26.6 below White - 0 below	This was not a metric in 2017-2018.	Fall 2018 Release Point from Level 3: All students and all student groups to move 10 points	Fall 2019 Release Point from Level 3: All students and all student groups to move 10 points
18. California School Dashboard - Mathematics Academic Indicator	Fall 2017 Release Points from Level 3: All Students - 31 below English Learners - 55.5 below Socioeconomically Disadvantaged - 57.4 below	This was not a metric in 2017-2018.	Fall 2018 Release Point from Level 3: All students and all student groups to move 10 points	Fall 2019 Release Point from Level 3: All students and all student groups to move 10 points

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Students with Disabilities - 117.2 below African American - 83.2 below Filipino - 44 above Hispanic - 50.1 below White - 19.2 below			

Planned Actions / Services

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

Action 1

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

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

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

All	All Schools

OR

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

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

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

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	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. The ELD Standards professional learning will be strengthened throughout the year supported by the Instructional Coaches. The expenditures added in 2018-2019 are reflective of the work under this action to continue to increase the capacity of staff.	A.1 Effective professional learning will be the vehicle for all school staff - teachers, administrators, counselors, and classified staff - to learn to effectively implement the research-based curricular and instructional practices, including technology embedded practices, proposed in State Curriculum Frameworks. Sylvan District learning initiatives for all students, including identified student groups will be the focus.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	438,532	460,000	5,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries 2 additional days for staff at beginning of school year for Professional Learning	1000-1999: Certificated Personnel Salaries 2 additional days for staff at beginning of school year for Professional Learning	4000-4999: Books And Supplies Professional Learning Expenditures

Amount	156,620		5,000		147,380
Source	Title I		LCFF		LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Learning Expenditures		4000-4999: Books And Supplies Professional Learning Expenditures		1000-1999: Certificated Personnel Salaries Director of Professional Learning/Induction
Amount	5,000		150,000		689,850
Source	LCFF		LCFF		Title I
Budget Reference	4000-4999: Books And Supplies Professional Learning Expenditures		1000-1999: Certificated Personnel Salaries Director of Professional Learning/Induction		1000-1999: Certificated Personnel Salaries Instructional Coaches
Amount	147,380		657,680		121,864
Source	LCFF		Title I		Title III
Budget Reference	1000-1999: Certificated Personnel Salaries Director of Professional Learning/Induction		1000-1999: Certificated Personnel Salaries Instructional Coaches		1000-1999: Certificated Personnel Salaries Instructional Coaches
Amount	51,075		116,061		
Source	Title I		Title III		
Budget Reference	1000-1999: Certificated Personnel Salaries Substitutes		1000-1999: Certificated Personnel Salaries Instructional Coaches		
Amount	692,606		24,000		
Source	Title I		LCFF		
Budget Reference	1000-1999: Certificated Personnel Salaries Instructional Coaches		5000-5999: Services And Other Operating Expenditures Solution Tree Consultants - Beginning of Year Professional Learning		

Amount	105,046	1,050	
Source	Title III	LCFF	
Budget Reference	1000-1999: Certificated Personnel Salaries Instructional Coaches	1000-1999: Certificated Personnel Salaries San Joaquin County Office of Education - Beginning of year Professional Learning - California Preschool Instructional Network	
Amount	28,578	27,000	
Source	General	LCFF	
Budget Reference	5000-5999: Services And Other Operating Expenditures Coaching for Administrators (Breakthrough Coaching)	1000-1999: Certificated Personnel Salaries Substitutes for Math Professional Learning	
Amount		104,000	
Source		LCFF	
Budget Reference		5000-5999: Services And Other Operating Expenditures Solution Tree Consultant - Teaching Reading Phase II	

Action 2

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

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

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

All	All Schools

OR

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

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

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

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	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 2018-2019 will focus on Response to Intervention implementation process and continue to strengthen PLCs.	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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	447,460	500,000	525,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Assistant Principals	1000-1999: Certificated Personnel Salaries Assistant Principals	1000-1999: Certificated Personnel Salaries Assistant Principals
Amount	338,000	98,849	
Source	Title I	Title I	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Solution Tree Consultants - Embedded Coaching	5000-5999: Services And Other Operating Expenditures Solution Tree Consultants - Embedded Coaching	

Amount	26,000	63,651	
Source	Title I	General	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Solution Tree Consultants - Beginning of Year Professional Learning	5000-5999: Services And Other Operating Expenditures Solution Tree Consultants - Embedded Coaching	
Amount	5,000		
Source	Title I		
Budget Reference	4000-4999: Books And Supplies Professional Learning Materials		

Action 3

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
A.3 Library access for all student groups to support pupils research and learning.	A.3 Library access for all student groups to support pupils research and learning	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	202,728	202,728	
Source	LCFF	LCFF	
Budget Reference	2000-2999: Classified Personnel Salaries Maintain full time access to libraries at all sites	2000-2999: Classified Personnel Salaries Maintain full time access to libraries at all sites	
Amount	107,488	120,000	
Source	LCFF	LCFF	
Budget Reference	2000-2999: Classified Personnel Salaries Librarian	2000-2999: Classified Personnel Salaries Librarian	

Action 4

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

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

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

All	All Schools

OR

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

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

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

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
A.4 Integrate technology in all content areas supported by professional learning and support by the Director of Technology and Instructional Coaches.	A.4 Integrate technology in all content areas supported by professional learning and support by the Director of Technology and Instructional Coaches.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	300,000	300,000	
Source	LCFF	General	
Budget Reference	4000-4999: Books And Supplies Pupil & Teacher Workstations; Software; Wireless Infrastructure	4000-4999: Books And Supplies Pupil & Teacher Workstations; Software; Wireless Infrastructure	
Amount	126,153	135,000	
Source	LCFF	LCFF	
Budget Reference	2000-2999: Classified Personnel Salaries Technology Support Staff	2000-2999: Classified Personnel Salaries Technology Support Staff	
Amount		1,500	
Source		LCFF	
Budget Reference		1000-1999: Certificated Personnel Salaries Middle School Technology Training for New Teachers	

Action 5

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
A.5 Hire and maintain qualified and trained personnel provided with competitive compensation.	A.5 Hire and maintain qualified and trained personnel provided with competitive compensation.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	Provide competitive salaries for both Certificated and Classified Staff	Provide competitive salaries for both Certificated and Classified Staff	
Amount	16,384	245,169	
Source	LCFF	Title II	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures New Teacher Support Mentors	1000-1999: Certificated Personnel Salaries Teacher on Special Assignment - 2 Induction Support Specialists	

Amount	155,187	120,000	
Source	LCFF	LCFF	
Budget Reference	1000-1999: Certificated Personnel Salaries Director of Human Resources	1000-1999: Certificated Personnel Salaries Teacher in Special Assignment - Induction Mentor	
Amount	15,000	30,000	
Source	LCFF	General	
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Learning for Classified Managers and Staff	5800: Professional/Consulting Services And Operating Expenditures New Teacher Support Mentors	
Amount		135,000	
Source		LCFF	
Budget Reference		5000-5999: Services And Other Operating Expenditures Teacher Induction Registration Fees	
Amount		165,000	
Source		LCFF	
Budget Reference		1000-1999: Certificated Personnel Salaries Director of Human Resources	
Amount		15,000	
Source		LCFF	
Budget Reference		5000-5999: Services And Other Operating Expenditures Professional Learning for Classified Managers and Staff	

Action 6

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

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

All

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

All Schools

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

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
A.6 Facilities will be maintained to provide a safe and healthy learning environment.	A.6 Facilities will be maintained to provide a safe and healthy learning environment.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	
Budget Reference	Facility Inspection Tool System - No anticipated cost	Facility Inspection Tool System - No anticipated cost	

Action 7

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

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

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

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

| English Learners |
| Foster Youth |
| Low Income |

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	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.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	50,000	300,000	
Source	Title I	General	
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Hourly Pay for Site-Based Programs	5000-5999: Services And Other Operating Expenditures Middle School Tier 3 Reading and Math Intervention Program	
Amount	54,805	4,000	
Source	LCFF	General	
Budget Reference	5000-5999: Services And Other Operating Expenditures Student Data Management Systems (EADMS)	1000-1999: Certificated Personnel Salaries Professional Learning Substitutes or Extra Duty Pay	
Amount		35,000	
Source		Title I	
Budget Reference		1000-1999: Certificated Personnel Salaries Teacher Hourly Pay for Site-Based Programs	
Amount		54,805	
Source		LCFF	
Budget Reference		5000-5999: Services And Other Operating Expenditures Student Data Management Systems	

Action 8

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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).	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

Year	2017-18	2018-19	2019-20
Amount	2,000	1,500	
Source	Title I	Title III	
Budget Reference	4000-4999: Books And Supplies Books and Supplies	5000-5999: Services And Other Operating Expenditures ELD Standards Institute	
Amount	20,000	300	
Source	Title I	Title III	
Budget Reference	1000-1999: Certificated Personnel Salaries Substitutes/Stipends	1000-1999: Certificated Personnel Salaries Substitutes	

Action 9

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners

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

LEA-wide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	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. Professional Learning provided to all teachers at the beginning of the year. This Professional Learning will be supported throughout the year by site administrators, ELD/Literacy Specialists and Instructional Coaches.	A.9 ELD/Literacy Specialists will continue to implement English Language Development Standards and instructional strategies to support students acquisition of English through a consistent English Language Development (ELD) program that includes both Integrated and Designated ELD. The ELD/Literacy Specialists collaborate with classroom teachers to assure all students receive Integrated ELD and Designated ELD.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,419,261	1,419.261	1,419.261
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries ELD/Literacy Specialists FTE 14.0	1000-1999: Certificated Personnel Salaries ELD/Literacy Specialists FTE 14.0	1000-1999: Certificated Personnel Salaries ELD/Literacy Specialists FTE 14.0
Amount		6,500	
Source		Title III	
Budget Reference		5000-5999: Services And Other Operating Expenditures San Joaquin County Office of Education - ELD Standards	

Action 10

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners

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

Limited to Unduplicated Student Group(s)

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

Specific Schools: Somerset Middle School, E. Ustach Middle School, D. Savage Middle School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	A.10 Identified Middle School English Learners will have access to core ELA/ELD and Language Acquisition classes with rigorous academic content, including Newcomers and Long Term English Learners.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	197,988	104,000	
Source	Title I	Title I	
Budget Reference	2000-2999: Classified Personnel Salaries Title I Paraprofessionals	2000-2999: Classified Personnel Salaries Title I Paraprofessionals	

Action 11

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

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

Actions/Services

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

New Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
A.11 Newcomer English Learners needing additional language acquisition support will be provided software to support acquisition.	A.11 Newcomer English Learners needing additional language acquisition support will be provided software to support acquisition.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	11,500	11,500	
Source	Title III, Immigrant	Title III, Immigrant	
Budget Reference	5000-5999: Services And Other Operating Expenditures Rosetta Stone	5000-5999: Services And Other Operating Expenditures Rosetta Stone	
Amount	10,077	10,077	
Source	Title III, Immigrant	Title III, Immigrant	
Budget Reference	4000-4999: Books And Supplies Newcomer Instructional Materials	4000-4999: Books And Supplies Newcomer Instructional Materials	

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Modified Goal

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 Priorities: Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

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% The data is no longer accessible. This local	Aeries Parent Portal - Increase Middle School and Elementary by 10% The data is no longer accessible. This local

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			metric will be discontinued. Metric #11 was added to replace this discontinued metric.	metric will be discontinued.
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%(96.62%)	Increase by 0.5%(97.12%)	Increase by 0.5% (97.62%)
4. Chronic Absenteeism Rates	Chronic Absenteeism Rates: 2014-2015 10.0% from local data 2016-2017 1.73% from CALPADS 14.1 Report	Local Data - Decrease by 3.33% Determined when California School Dashboard is updated Fall 2017 CA School Dashboard - DataQuest Chronic Absenteeism Rates 2016-2017: 8.6%	Local Data - Decrease by 3.33% CA School Dashboard - DataQuest Chronic Absenteeism Rates decrease by 2%	Local Data - Decrease by 3.33% CA School Dashboard - DataQuest Chronic Absenteeism Rates decrease by 2%
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	Increase by 10%	Increase by 10%	Increase by 10%

| --- | --- | --- | --- | --- |
	classmates at least monthly			
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.
11. Marzano Family Survey	2017-2018 Baseline: All scores are based on a rubric of 1 of strongly disagree to 5 strongly agree 2017-2018 Baseline Data: The leaders in my child's school ask for my opinion about how the		Increase by at least 0.50 in all three areas	Increase by at least 0.50 in all three areas.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	school should function. 2.85 The leaders of my child's school conducts focus group meetings with students, parents and the community. 3.40 The leaders of my child's school engage the community and me regarding school safety issues. 3.81			

Planned Actions / Services

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

Action 1

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

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

[Add Students to be Served selection here]

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

All Schools
[Add Location(s) selection here]

OR

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

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

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

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

English Learners	Schoolwide	All Schools
Foster Youth	[Add Scope of Services selection here]	[Add Location(s) selection here]
Low Income		
[Add Students to be Served selection here]		

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	B.1 Parent Training Opportunities, including, but not limited to Technology, Special Education, English Learners, State Standards, Aeries Parent Portal. Provide parent training on how to assist pupils academically and behaviorally, as well as how to navigate the education system.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2,000	2,000	
Source	Title I	Title I	
Budget Reference	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Mateials	
Amount	2,544	15,974	
Source	Title I	Title I	
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Hourly Pay	2000-2999: Classified Personnel Salaries Classified Salaries - Site based child care, translator, parent aide for academic based parent trainings	

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

Action 2

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

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

[Add Students to be Served selection here]

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

All Schools
[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

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

LEA-wide
[Add Scope of Services selection here]

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

All Schools
[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
B.2 Provide opportunities for pupils to form connections with peers and adults through social/emotional support. Opportunities will	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.	include pupils who have not made adequate progress or demonstrate attendance or behavioral issues.	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Year	2017-18	2018-19	2019-20
Amount	213,358	213,358	
Source	LCFF	LCFF	
Budget Reference	1000-1999: Certificated Personnel Salaries Counselors 2.0 FTE	1000-1999: Certificated Personnel Salaries Counselors 2.0 FTE	
Amount	252,834	275,000	
Source	Title I	Title I	
Budget Reference	1000-1999: Certificated Personnel Salaries Counselors 2.0 FTE	1000-1999: Certificated Personnel Salaries Counselors 2.0 FTE	
Amount	5,000	5,000	
Source	LCFF	LCFF	
Budget Reference	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials	

Action 3

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

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

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

| Low Income | LEA-wide | All Schools |

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
B.3 Promoting positive behavior both inside and outside the classroom so pupils are engaged in school and attending on a regular basis.	B.3 Promoting positive behavior both inside and outside the classroom so pupils are engaged in school and attending on a regular basis.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	16,221	20,000	
Source	LCFF	LCFF	
Budget Reference	2000-2999: Classified Personnel Salaries Continue with increased campus supervision.	2000-2999: Classified Personnel Salaries Continue with increased campus supervision.	
Amount	1,000	1,000	
Source	LCFF	LCFF	
Budget Reference	4000-4999: Books And Supplies Implement Positive Behavior Intervention Support (PBIS) at sites	4000-4999: Books And Supplies Implement Positive Behavior Intervention Support (PBIS) at sites	
Amount	108,810	110,000	
Source	LCFF	LCFF	
Budget Reference	2000-2999: Classified Personnel Salaries Board Certified Behavior Analyst (BCBA)	2000-2999: Classified Personnel Salaries Board Certified Behavior Analyst (BCBA)	

Amount	81,404	81,104	
Source	Title I	Title I	
Budget Reference	1000-1999: Certificated Personnel Salaries Counselor FTE 1.0 with Focus on Behavior	1000-1999: Certificated Personnel Salaries Counselor FTE 1.0 with Focus on Behavior	

Action 4

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	B.4 Maintain increased office support to improve pupil attendance. The attendance specialists will meet on a regular basis as a PLC to discuss strategies on how to decrease chronic attendance.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	38,420	41,000	
Source	LCFF	LCFF	
Budget Reference	2000-2999: Classified Personnel Salaries Maintain increased 1.375 FTE office support	2000-2999: Classified Personnel Salaries Maintain increased 1.375 FTE office support	

Action 5

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

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

[Add Students to be Served selection here]

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

All Schools
[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

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

LEA-wide
[Add Scope of Services selection here]

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

All Schools
[Add Location(s) selection here]

Actions/Services

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	143,084	170,000	
Source	LCFF	LCFF	
Budget Reference	1000-1999: Certificated Personnel Salaries Director of Student Support Services/Child Welfare and Attendance	1000-1999: Certificated Personnel Salaries Director of Student Support Services/Child Welfare and Attendance	
Amount	101,954	101,954	
Source	LCFF	LCFF	
Budget Reference	1000-1999: Certificated Personnel Salaries Counselor FTE 1.0 with Focus on Student Attendance	1000-1999: Certificated Personnel Salaries Counselor FTE 1.0 with Focus on Student Attendance	

Action 6

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

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

[Add Students to be Served selection here]

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

All Schools
[Add Location(s) selection here]

OR

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

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

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

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

English Learners Low Income [Add Students to be Served selection here]	LEA-wide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
B.6 Develop school-to-pupil connections, including middle school electives.	B.6 Develop school-to-pupil connections, including middle school electives.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	32,000	40,000	
Source	LCFF	LCFF	
Budget Reference	1000-1999: Certificated Personnel Salaries Maintain teacher stipends for middle school clubs and sports.	1000-1999: Certificated Personnel Salaries Maintain teacher stipends for middle school clubs and sports.	
Amount	451,886	545,000	
Source	LCFF	LCFF	
Budget Reference	1000-1999: Certificated Personnel Salaries Fine Arts Teachers Maintain Art 2.6 FTE - Maintain Art 5.0 FTE	1000-1999: Certificated Personnel Salaries Fine Arts Teachers Maintain Art 2.6 FTE - Maintain Art 5.0 FTE	

Action 7

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

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

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

| [Add Students to be Served selection here] | All Schools
[Add Location(s) selection here] |

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	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

Year	2017-18	2018-19	2019-20
Amount	99,254	110,000	
Source	LCFF	LCFF	
Budget Reference	1000-1999: Certificated Personnel Salaries Counselor FTE 1.0- Parent Focused and Foster Youth Liaison	1000-1999: Certificated Personnel Salaries Counselor FTE 1.0- Parent Focused and Foster Youth Liaison	

Action 8

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

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

[Add Students to be Served selection here]

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

All Schools
[Add Location(s) selection here]

OR

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

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

English Learners
[Add Students to be Served selection here]

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

LEA-wide
[Add Scope of Services selection here]

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

All Schools
[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
B.8 To support parent engagement, provide translation and interpretation services	B.8 To support parent engagement, provide translation and interpretation services	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,000	1,000	
Source	LCFF	LCFF	
Budget Reference	2000-2999: Classified Personnel Salaries Interpreters	2000-2999: Classified Personnel Salaries Interpreters	
Amount	9,000	9,000	
Source	LCFF	LCFF	
Budget Reference	5000-5999: Services And Other Operating Expenditures Translation Service	5000-5999: Services And Other Operating Expenditures Translation Service	

Action 9

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	30,425	30,425	
Source	LCFF	LCFF	
Budget Reference	5000-5999: Services And Other Operating Expenditures Field Trips	5000-5999: Services And Other Operating Expenditures Field Trips	
Amount	118,000	125,000	
Source	LCFF	LCFF	
Budget Reference	5000-5999: Services And Other Operating Expenditures 6th Grade Camp	5000-5999: Services And Other Operating Expenditures 6th Grade Camp	

Action 10

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

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

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

All	All Schools

OR

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

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

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

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

	New Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	B.10 Safety items provided to address the safety of students and staff in the event of an emergency as outlined in our Standard Response Protocol.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		100,000	
Source		Lottery	
Budget Reference		4000-4999: Books And Supplies Safety Supplies or Equipment	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$7,036,139.00	11.47%

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

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

The 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, and always has been, 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.

Consultation with stakeholders solidified that the following priorities continue 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

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).

pupils are supported so they are able to be academically successful. Based on the Annual Update, analysis of metrics and consultation with stakeholders expending these funds on these services is the most effective use of the funds.

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

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services

$5,067,096	8.55%

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

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

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

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

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

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

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

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).

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.

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).

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

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Budget Summary

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

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

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

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

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

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

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

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

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:
- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and

C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

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

    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts

    b. Mathematics – CCSS for Mathematics

    c. English Language Development (ELD)

    d. Career Technical Education

    e. Health Education Content Standards

    f. History-Social Science

    g. Model School Library Standards

    h. Physical Education Model Content Standards

    i. Next Generation Science Standards

    j. Visual and Performing Arts

    k. World Language; and

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

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;

B. How the school district will promote parental participation in programs for unduplicated pupils; and

C. How the school district will promote parental participation in programs for individuals with exceptional needs.

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

A. Statewide assessments;

B. The Academic Performance Index;

C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;

D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);

E. The English learner reclassification rate;

F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

A. School attendance rates;

B. Chronic absenteeism rates;

C. Middle school dropout rates;

D. High school dropout rates; and

E. High school graduation rates;

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

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

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

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

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

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

    (2) The total number of cohort members.

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

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

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

    (2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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