LCFF Budget Overview for Parents

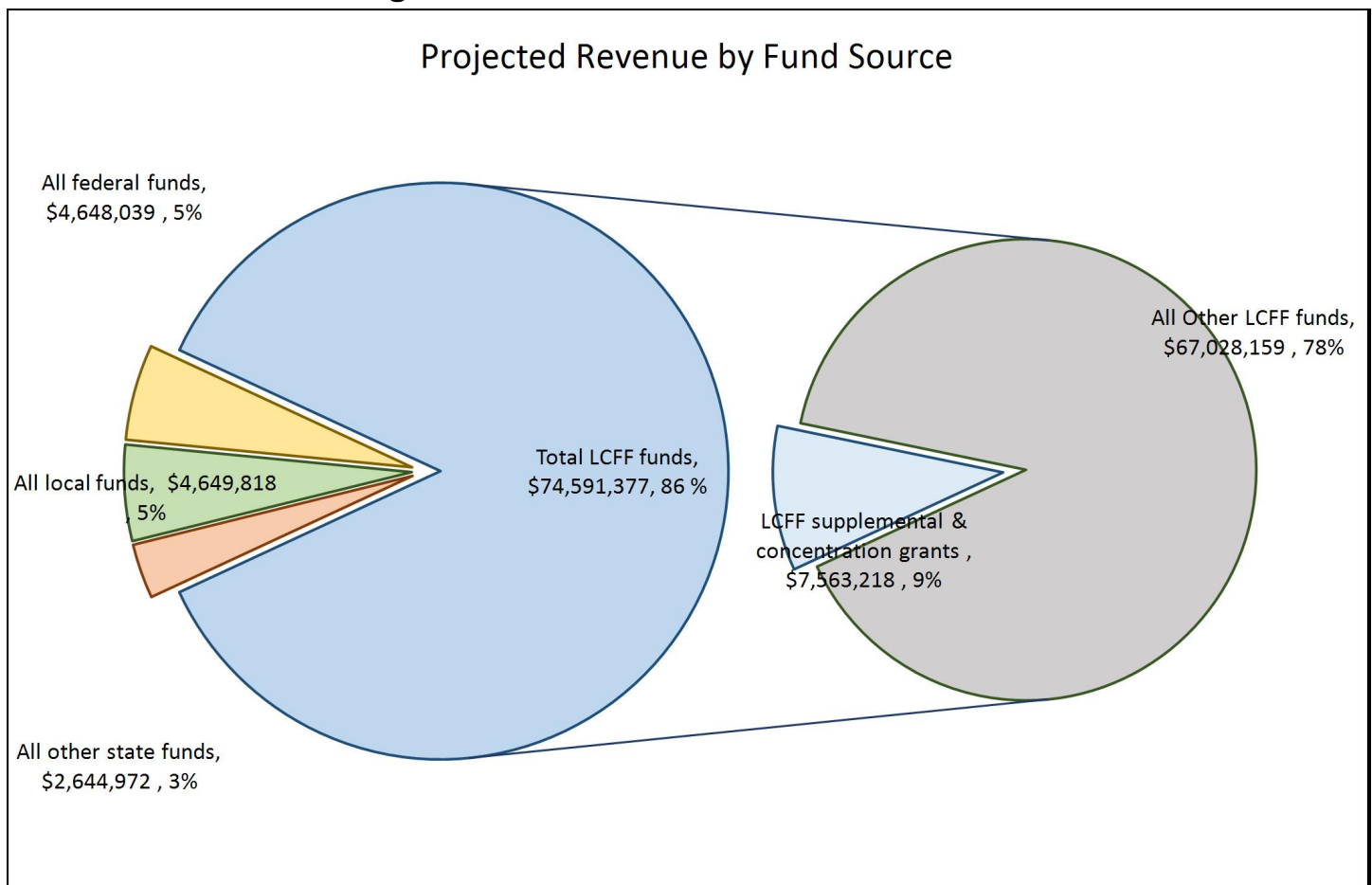Local Educational Agency (LEA) Name: Sylvan Union School District

CDS Code: 50712900000000

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Debra Hendricks, Superintendent

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

All federal funds, $4,648,039 , 5%

All Other LCFF funds, $67,028,159 , 78%

All local funds, $4,649,818 , 5%

Total LCFF funds, $74,591,377, 86 %

LCFF supplemental & concentration grants , $7,563,218 , 9%
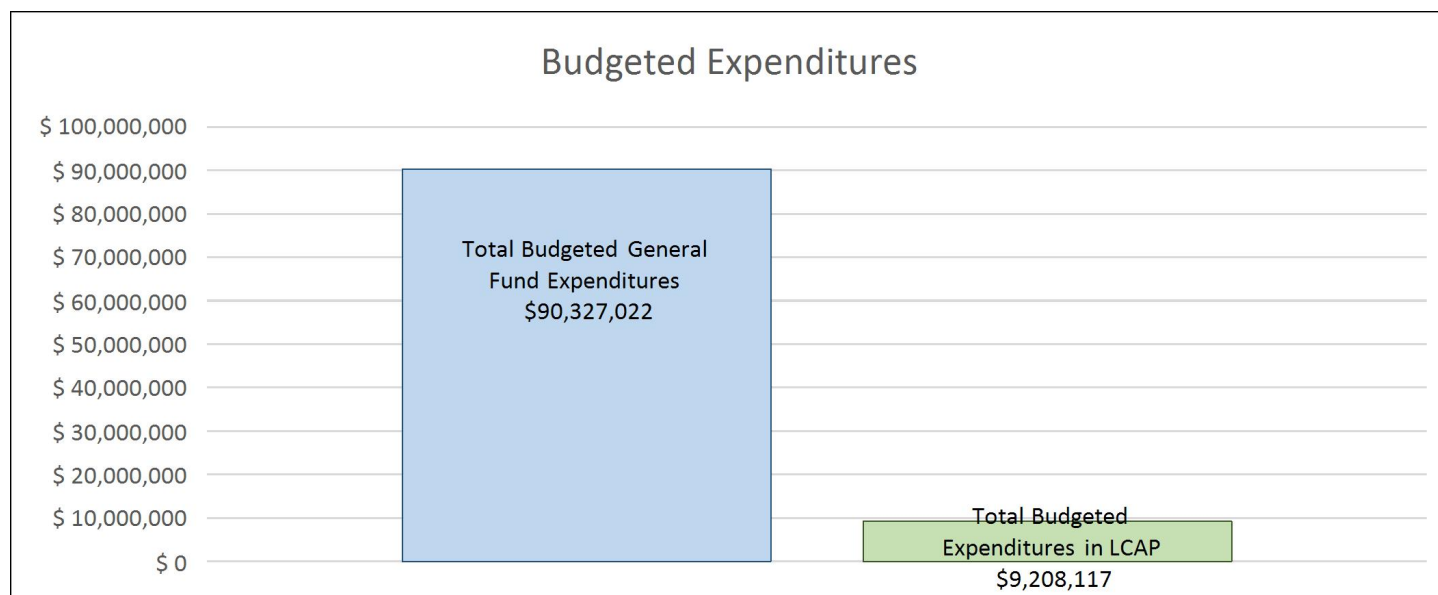
All other state funds, $2,644,972 , 3%

This chart shows the total general purpose revenue Sylvan Union School District expects to receive in the coming year from all sources.

The total revenue projected for Sylvan Union School District is $86,534,206, of which $74,591,377 is Local Control Funding Formula (LCFF), $2,644,972 is other state funds, $4,649,818 is local funds, and $4,648,039 is federal funds. Of the $74,591,377 in LCFF Funds, $7,563,218 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures

A bar chart titled "Budgeted Expenditures" with a y-axis ranging from $0 to $100,000,000 in increments of $10,000,000. The first (blue) bar is labeled "Total Budgeted General Fund Expenditures $90,327,022" reaching to about $90,000,000. The second (green) bar is labeled "Total Budgeted Expenditures in LCAP $9,208,117" reaching to about $9,000,000.

This chart provides a quick summary of how much Sylvan Union School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Sylvan Union School District plans to spend $90,327,022 for the 2019-20 school year. Of that amount, $9,208,117 is tied to actions/services in the LCAP and $81,118,905 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
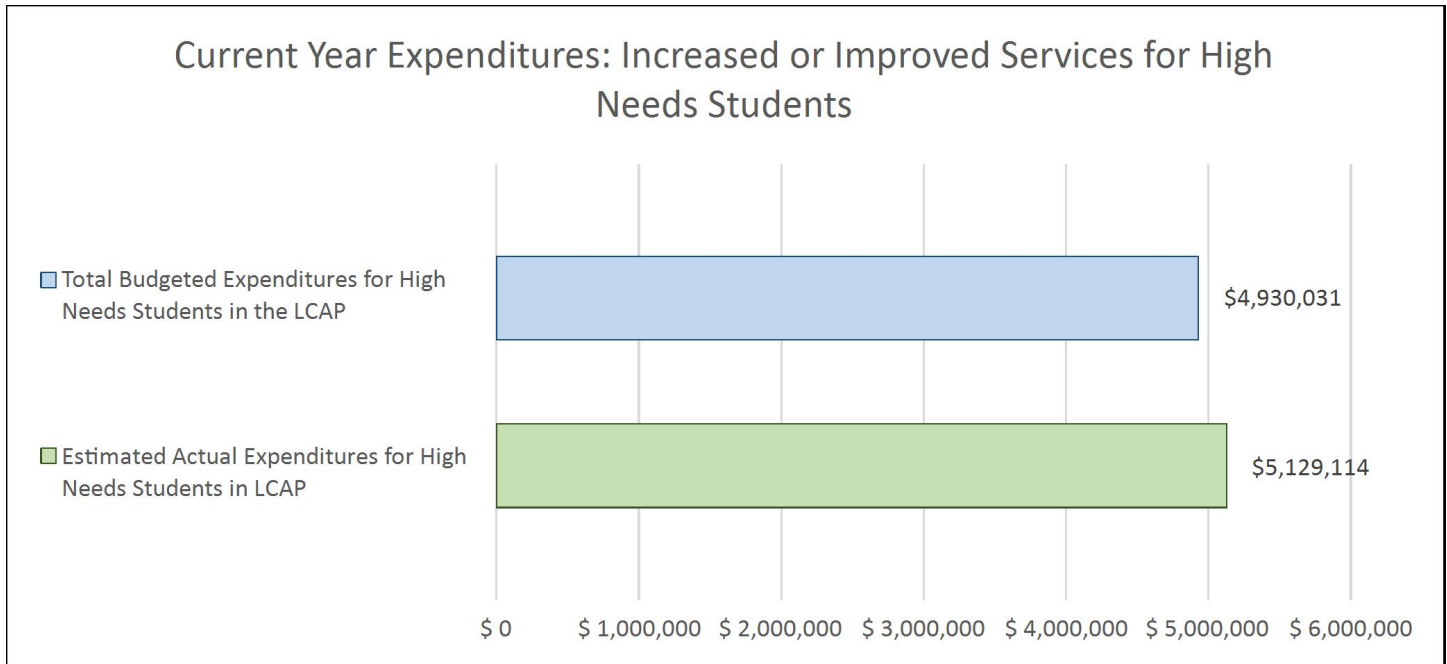
The District dedicates the majority of its General Fund Budget to educational services for its students. As a service related organization, salaries and benefits comprise 80% of Total General Fund expenditures (restricted and unrestricted). Five Percent of total expenditures go to administration. The remainder goes to support the day-to-day operations of educating district students.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Sylvan Union School District is projecting it will receive $7,563,218 based on the enrollment of foster youth, English learner, and low-income students. Sylvan Union School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Sylvan Union School District plans to spend $7,593,512 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$4,930,031
☐ Estimated Actual Expenditures for High Needs Students in LCAP	$5,129,114

$ 0 $ 1,000,000 $ 2,000,000 $ 3,000,000 $ 4,000,000 $ 5,000,000 $ 6,000,000

This chart compares what Sylvan Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sylvan Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Sylvan Union School District's LCAP budgeted $4,930,031 for planned actions to increase or improve services for high needs students. Sylvan Union School District estimates that it will actually spend $5,129,114 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

California School Dashboard: 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 8,300 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 Union School 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 2019-2020 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 2019 the Sylvan Board of Trustees approved an agreement with Solution Tree for the Global PD Library. In 2017-2018 and 2018-2019 all site administrators and site leadership teams engaged in embedded coaching sessions led by Solution Tree associates. Principals and site leadership teams were often engaged in learning more about the PLC/RTI (Response to Intervention) process through videos from acclaimed experts in the field. The videos are designed to give teachers and principals access to the largest library of PLC videos in the world. Administrators and teacher leaders will use these videos throughout the school year to refresh their knowledge of PLCs from experts like Richard DuFour, Rebecca DuFour, Robert Eaker, and Mike Mattos. In addition, the Assistant Superintendent of Educational Services will access these videos when working with school teams. Given our District PLC initiative and corresponding goals as outlined in the 2020 Plan, ongoing professional learning and support is a priority.

In 2018-2019 grades Kindergarten through 5th grade implemented an oral reading inventory screener that provided valuable information on developing interventions for all students. In addition, the implementation in 6th, 7th and 8th grades of a blended learning intervention program allowed us to identify students who need additional time and support to be academically successful. Moving forward with the Multi-Tiered System of Support (MTSS) at all grade levels will be major focus in 2019-2020.

Strengthening our current social emotional learning is also a focus. In 2019-2020 all school sites will implement a social emotional curriculum to ensure that our students are receiving support in their overall mental health. This Tier I support will focus on the social emotional learning effectiveness, needs and supports for our students. The school counselors, Board Certified Behavior Analysts, Social Worker and Mental Health Clinician will work closely together with the Director of Student Support Services to address the emotional and social needs of our regular education students. Based on our local data analysis of suspensions and expulsions, although we have seen a dramatic improvement in the number of suspensions and expulsions since 2017-2018, we know there is still a need for early intervention for students to provide support and decrease these numbers. Ongoing metric analysis will provide progress towards intended outcomes and guidance for changes that may need to be made to reach those outcomes.

A focus in 2019-2020 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 California School Dashboard, 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

ELA and Math Academic Indicators:
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 Spring 2018 and Fall 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 2019-2020 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 2019-2020. 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 in need of 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. Professional learning opportunities include workshops, trainings, District-wide grade level meetings, and instructional coaching support.

The Solution Tree Embedded Coaches work in 2017-2018 and 2018-2019 with site Guiding Coalitions was a true strength of the reason behind this growth. The Assistant Superintendent of Ed Services, will continue this work in 2019-2020 working with site Guiding Coalitions to continue to strengthen the PLC process as well as to continue to build a Response to Intervention (RTI) process that supports all students. The analysis of data will allow site administrators and site teacher leaders to analyze data and reflect upon current practice and how to increase or improve services based on current and relevant data.

The focus of Professional Learning in 2018-2019 continued to be how to teach reading. With our third year underway in the implementation of Benchmark Advance, elementary ELA/ELD curriculum, and given our focus on ensuring reading proficiency by the end of third grade, we identified the area of reading/literacy as a professional learning priority. To that end, a series of grade level workshops for the purpose of articulating how to implement small group reading instruction within a balanced

literacy classroom began in October 2018 and concluded in February 2019 with an outside consultant. Classroom teachers in Grades K-5, Elementary Resource teachers, Elementary Special Education Mild/Moderate teachers, Elementary ELD/Literacy Specialists, and District Instructional Coaches all participated. Teachers attended by grade level and learned about using Benchmark assessment results for planning and conducting small group guided reading instruction, a high-leverage practice for ensuring that students develop the skills, practices, and behaviors necessary for reading proficiency with grade level text. In addition, professional learning at the launch of 2018-2019 included training for teachers in grades TK-8 in vocabulary instruction, academic discourse, and both integrated and designated ELD instruction within core content.

Growth in mathematics can be attributed to the work of collaborative teacher teams in identifying essential standards and providing Tier 2 and Tier 3 supports for students in need of additional time and support. Beginning in 2017-2018 and concluding in 2018-2019, teachers in grades K-6 participated in professional learning focusing on the implementation of the adopted curriculum, Eureka Math. Trainings included teacher participation in the design of grade-level math lessons. In 2018-2019, instructional coaches also provided training in best practices for teaching math fact fluency.

When analyzing our student group ELA Indicator on the CA School Dashboard, it should be noted that English Learners, Socioeconomically Disadvantaged Students, Homeless and Students with Disabilities all made growth. All groups also made growth on the Mathematics Indicator on the CA School Dashboard. We would anticipate with the continued focus on quality instruction for our students that this increase will be noted with the Fall 2019 CA School Dashboard release. 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.

Chronic Absenteeism Indicator:
Students are chronically absent if they are absent 10 percent or more of the instructional days they were enrolled. The Director of Student Support Services, Child Welfare and Attendance, began meeting regularly with school site staff in 2018-2019. Staff participated included attendance secretaries, counselors and site administrators. The purpose of this Attendance Task Force was to address specific students who are at risk or are chronically absent. At each meeting is an opportunity for learning about law related to chronic absenteeism, as well as strategies on how to support students and families in achieving good attendance. In addition, at the beginning of each school year sites are provided with previous year attendance data for students who have been chronically absent. This provides the school sites an opportunity to make connections with the student and family from the beginning of the school year.

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.

CA SCHOOL DASHBOARD			
CHRONIC ABSENTEEISM	**2017**	**2018**	**Change**
All Students	8.8%	8.2%	-0.60%
Engish Learners	7.8%	7.5%	-0.30%
Socioeconomically Disadvantaged	12.3%	11.4%	-0.90%
Students with Disabilities	14.1%	12.2%	-1.90%

**No Dashboard Colors in 2017

CA SCHOOL DASHBOARD - DISTANCE FROM STANDARD				
ENGLISH/LANGUAGE ARTS INDICATOR	**2015**	**2016**	**2017**	**2018**
All Students	-20.60	-13.50	-10.50	-0.90
Engish Learners	n/a	-40.10	-37.90	-30.90
Socioeconomically Disadvantaged	n/a	-38.10	-36.00	-26.20
Students with Disabilities	n/a	-92.50	-95.60	-83.40
Homeless	n/a	n/a	-59.60	-41.50

**No Dashboard Colors in 2015 or 2016

CA SCHOOL DASHBOARD - DISTANCE FROM STANDARD				
MATHEMATICS INDICATOR	**2015**	**2016**	**2017**	**2018**
All Students	-43.80	-36.50	-31.00	-23.30
Engish Learners	n/a	-52.60	-55.50	-49.60
Socioeconomically Disadvantaged	n/a	-61.60	-57.40	-49.70
Students with Disabilities	n/a	-123.20	-117.20	-104.20
Homeless	n/a	n/a	-104.20	-63.70

**No Dashboard Colors in 2015 or 2016

	Learning as Our Fundamental Purpose	**Building a Collaborative Culture Through High Performing Teams**	**A Focus on Results**
District Fall 2017	2.41	2.66	2.39
District Spring 2018	2.80	3.09	2.90
District Fall 2018	2.86	3.12	2.91

0	1	2	3	4
We have not begun 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 emedded in our culture. Most saff members are committed to doing this and believe it is an important factor in the collective effort to improve our school.

Referring to the California School Dashboard, 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

CA School Dashboard Fall 2018 Release: The only indicator Sylvan District has an overall of Red or Orange is Suspensions, which is Red. Our overall suspension indicator went from Yellow in 2017 to Red in 2018. There was a 2.6% increase of students who were suspended at least once. It should also be noted that with the Fall 2018 Dashboard release we have seven student groups in Red, 4 in Orange and 2 in Yellow. This is a negative move from the Fall 2017 Dashboard release where we had 2 groups in Red, 4 in Orange, 2 in Yellow and 5 in Green. Prior to the release of the Fall 2018

Dashboard we had already begun to analyze suspension data and began implementing changes in the way that we are working with students, educating staff on working with students, and changing the culture of our schools. Upon an analysis it was determined that discipline, including suspension, was not consistent across all sites.

A new Middle School Code of Conduct was developed and implemented at the beginning of the 2018-2019 school year. Included in this document is a list of Other Means of Correction (OMC) options to be utilized by site administrators in lieu of suspension if warranted. An Elementary Code of Conduct matrix was developed and is being used by elementary sites. The Director of Student Support Services, Child Welfare and Attendance, holds regular OMC Meetings with site administrators. The purpose of these meetings is to discuss students who are at risk of suspension/expulsion, disengagement, or drop-out. This team discusses strategies and interventions tried and to seek new ideas to support these students. Team members report back at meetings on the impact of the strategies or interventions for these students. Staff members supporting these students are counselors, school psychologists, nurses, site administrators and office staff. In addition, the Director has worked with site administrators in calibrating prior suspensions in the district. The purpose of the calibration is to have consistency across the district, but more importantly to develop capacity in the site administrators to have the skills to work with students who may be disengaged and at risk of dropping out of school. Based on 2018-2019 data analysis of our local data we have already dramatically decreased the number of students who have been suspended at least once. We would anticipate that with the release of the Fall 2019 Dashboard we will see a positive change overall and for all student groups.

CA SCHOOL DASHBOARD			
SUSPENSIONS	2017	2018	Change
All Students	2.8%	5.4%	2.60%
Engish Learners	1.4%	3.2%	1.80%
Socioeconomically Disadvantaged	3.7%	6.8%	3.10%
Students with Disabilities	4.7%	7.9%	3.20%
African American Student Group	5.4%	14.7%	9.30%
Hispanic Student Group	2.4%	5.3%	2.90%

Referring to the California School Dashboard, 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 AND MATH ACADEMIC INDICATORS
Although the Students with Disabilities student group is two performance levels below the "all students" performance level we are encouraged by the growth on both the ELA and Math indicators from the Fall 2017 Dashboard release to the Fall 2018 Dashboard release. This group increased by 13.5 points in ELA and 14.8 points in Math. This student group is Orange in both indicators compared to the "all students" performance level of green.
In 2017-2018 there was a stronger focus for students with disabilities to have access to grade level standards. This focus continues to be strengthened. In 2018-2019 students in Special Education Mild/Moderate classes had access to the same English Language Arts curriculum as their regular education peers. Teachers participated in professional learning for the purpose of articulating how to implement small group reading instruction within a balanced literacy classroom. Teachers

learned how to use assessment results for planning and conducting small group guided reading instruction, a high-leverage practice for ensuring that students develop the skills, practices, and behaviors necessary for reading proficiency with grade level text. The district benchmarks for trimester 1 already showed an increased performance for Students with Disabilities. As a district, based on the needs of students, special education teachers collaborate with regular education teachers to ensure their students are working toward the same essential standards identified by site teacher collaborative teams. This collaboration will continue as we move forward. The purpose is to provide clarity for all teachers to ensure that all students access state standards. Over the last two years 44% of our special education teachers within the district were either interns or 1st and 2nd year teachers. The collaborative teacher teams, and the support of the Induction Specialist who supports the interns and teachers as they acquire and strengthen their skills for instruction.   District Special Education staff, including the Director of Special Education, Program Specialists, and an Induction Specialist focused only on Special Education all work directly with Special Education staff as a Professional Learning Community. The Lead Special Education Team brings together staff from various roles to strengthen the program district wide.

Moving forward the PLC team will continue to be strengthened in all areas of Special Education. In addition, the District is working towards increasing the mainstreaming to at least 40% for all students. When appropriate, these students are mainstreamed into Math and ELA classrooms. Any mainstreaming allows for more opportunities for the use of academic language.

PACIFIC ISLANDER STUDENT GROUP - MATH ACADEMIC INDICATOR:
Although, overall we showed growth in the Math Academic Indicator, the Pacific Islander student group is still not performing well, at 27.7 points below standard. These students are 7.3 points below standards on the ELA Academic Indicator. Collaborative teacher teams identify essential standards and provide tiered support for those students needing additional time on standards. Team will analyze student group data as well to ensure that these students are meeting standards to close the achievement gap. There was small growth from the Fall 2017 to Fall 2018 Dashboard release, which may be the result of intense math training in 2018-2019 on the implementation of adopted math curriculum.

HOMELESS STUDENT GROUP - CHRONIC ABSENTEEISM INDICATOR:
Our Homeless student population chronic absenteeism is a real concern for Sylvan District. The Director of Student Support Services works directly with our school counselor focused on Homeless students. The counselor monitors these students. Our Homeless student population has doubled since 2015-2016, from 18 to current enrollment of 41 students.
As the Homeless Liaison of the Sylvan Union School District, the counselor worked with the students and families of our district who are experiencing homelessness. She met with several students to address their attendance. This includes providing them with resources to help combat some of the barriers that are preventing them from attending school. Some of these resources may include bus passes and connections to community support services. The counselor had regular home communication with several of our families. In January 2019 Homeless Point In Time Survey was conducted that allowed the counselor the opportunity to have a bigger perspective of some of the root causes and effects of homelessness that our students and families are experiencing. She worked with several teachers and staff members on behalf of our students to help them with academic and social emotional support. In addition, the counselor regularly attends meetings with the other Homeless Liaisons of the Stanislaus County as well as trainings at the Stanislaus County Office of Education to address the issue of homelessness and to further her education on the subject so that she can best meet the needs of our students. Additionally, as the Attendance Liaison for the SUSD she is on the Attendance Task Force in the SUSD and have attended many Student Student Team meetings for our students who are experiencing homelessness and attendance issues.

CA SCHOOL DASHBOARD					
Indicator	Student Group	2018 District Overall	2017 Student Group	2018 Student Group	Change
ELA	Students with Disabilities	0.9 point below	95.6 points below	83.4 points below	Increased 13.5 points
Math	Students with Disabilities	23.3 points below	117.2 points below	104.2 points below	Increased 14.8 points
Math	Pacific Islander Student Group (59 students)	23.3 points below	30.6 points below	27.7 points below	Maintained 2.9 points
Chronic Absenteeism	Homeless Student Group (65 students)	8.20%	n/a	36.90%	Increased 8.4%

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed: 2018-19

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	SBAC: 2017-2018 ELA/Literacy: All Students: 52.59% Standards Met or Exceeded English Learners: 21.02% Standards Met or Exceeded Low Income: 41.53% Standards Met or Exceeded 2017-2018 Mathematics: All Students: 42.35% Standards Met or Exceeded English Learners: 27.09% Standards Met or Exceeded

18-19
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

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

Low Income:
31.07% Standards Met or Exceeded

Metric/Indicator
2. Sylvan District ELA and Mathematics Benchmarks -
Percentage of students performing at or above grade level

18-19
2018-2019 Trimester Average At or Above Grade Level:

2018-2019 Trimester Average At or Above Grade Level: (Trimester 1 and 2 only) Due to technology difficulties, Trimester 3 was not administered in grades 3-8. Grades 1 and 2 did not have scores accessible at time of this update.
1st - Lang Arts, 46; Math 72
2nd - Lang Arts 35; Math 70
3rd - Lang Arts 25; Math 50

	Expected	Actual

Expected	Actual
1st - Lang Arts, 90; Math 95 2nd - Lang Arts 85; Math 90 3rd - Lang Arts 85; Math 85 4th - Lang Arts 85; Math 90 5th - Lang Arts 85; Math 85 6th - Lang Arts 90; Math 90 7th - Lang Arts 85; Math 85 8th - Lang Arts 85; Math 85 **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 27; Math 40 5th - Lang Arts 17; Math 29 6th - Lang Arts 38; Math 54 7th - Lang Arts 19; Math 45 8th - Lang Arts 38; Math 46
Metric/Indicator 3. English Language Development Test **18-19** 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. **Baseline** This will be determined based on the new English Language Proficiency Assessments for California (ELPAC) that will be operational in Spring 2018.	2017-2018 ELPAC Overall Level 4 Well Developed - 28.6% Level 3 Moderately Developed - 35.4% Level 2 Somewhat Developed - 19.9% Level 1 Beginning - 16.1%
Metric/Indicator 4. English Learner Reclassification Rate **18-19** Increase by 2% **Baseline** 2014-2015 - 198 English Learners reclassified	2018-2019 169 Students

Expected	Actual
Metric/Indicator 5. Fitness Gram **18-19** 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%	2018-2019 Aerobic Capacity - Healthy Fitness Zone - 5th Grade 57.7%; 7th Grade 65.3% 2018-2019 Flexibility - Healthy Fitness Zone - 5th Grade 56%; 7th Grade 62.2%
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 **18-19** Increase all by 4% SUSD Online Learning Survey was discontinued. **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	Baseline BrightBytes October 2018: 44%- Teachers' time spent on school-sponsored professional learning 19% - Percent of teachers considered this professional learning above average
Metric/Indicator 7. Access to technology **18-19** 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.	BrightBytes October 2018: 74% of teachers asked their students to complete online assessments at least monthly 9% of students were asked to write online at least monthly.

Expected	Actual
Metric/Indicator 8. Use of instructional technology **18-19** Increase by 30% **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	BrightBytes October 2018 40% of teachers report using digital textbooks 61% of teachers report almost daily student use of technology 38% of teachers report they are highly knowledgeable in digital citizenship skill 13% 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. **18-19** Increase to average 3.25 **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	PLC Survey Fall 2018 Learning as our fundamental purpose - Average score 2.86 Building a collaborative culture through high-performing teams - Average score 3.12 A focus on results - Average score 2.91
Metric/Indicator 10. School Facilities Inspection Reports **18-19** Maintain 100% **Baseline** Maintain 100%	Maintained 100%
Metric/Indicator 11. High Quality Teachers appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching **18-19** Maintain 100%	Maintained 100%

	Expected	Actual

Expected	Actual
Baseline CALPADS Report 2016-2017 100%	
Metric/Indicator 12. Access to Standards Aligned Core Materials **18-19** Maintain 100% **Baseline** Board of Trustees Resolution Sufficient Textbooks - 100% in 2016-2017	100% in 2018-2019
Metric/Indicator 13. California Assessment Science Test (CAST) **18-19** The CAST will be operational in 2018-2019. The Baseline will be set using those results. **Baseline** Baseline will be set in 2017-2018	CAST results not available until early Fall 2019
Metric/Indicator 14. Middle School Drop Out Rate **18-19** Maintain 0% **Baseline** DataQuest - 2015-2016 0%	DataQuest - 2017-2018 - 1 student
Metric/Indicator 15. Sylvan District is not a high school district so the high school metrics for Priority 4 are not applicable. **18-19** 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.	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) **18-19** API - No Longer Applicable	API - No Longer Applicable

Expected	Actual
Baseline API - No Longer Applicable	
Metric/Indicator 17. California School Dashboard - English Language Arts (ELA) Academic Indicator **18-19** Fall 2018 Release Point from Level 3: All students and all student groups to move 10 points **Baseline** 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	Fall 2018 Release Points from Level 3: All Students - 0.9 below, increase of 10.2 points English Learners - 30.9 below, increase of 7.2 points Socioeconomically Disadvantaged - 26.2 below, increase of 10.5 points Students with Disabilities - 83.4 below, increase of 13.5 points African American - 46 below, increase of 10.7 points Filipino - 74.5 above, increase of 19.6 points Hispanic - 17.2 below, increase of 10.1 points White - 8.9 above, increase of 9.6 points
Metric/Indicator 18. California School Dashboard - Mathematics Academic Indicator **18-19** Fall 2018 Release Point from Level 3: All students and all student groups to move 10 points **Baseline** Fall 2017 Release Points from Level 3: All Students - 31 below English Learners - 55.5 below	Fall 2018 Release Points from Level 3: All Students - 23.3 below, increase of 8.3 points English Learners - 49.6 below, increase of 6.1 points Socioeconomically Disadvantaged - 49.7 below, increase of 8.5 points Students with Disabilities - 104.2 below, increase of 14.8 points African American - 71.1 below, increase of 12.1 points Filipino - 66.4 above, increase of 22.4 points

Expected	Actual
Socioeconomically Disadvantaged - 57.4 below Students with Disabilities - 117.2 below African American - 83.2 below Filipino - 44 above Hispanic - 50.1 below White - 19.2 below	Hispanic - 42.4 below, increase of 8.5 points White - 13.5 below, increase of 6.4 points

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. 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	Backwards Mapping Lesson Design PLC/RTI Embedded Coaching with Solution Tree Collaborative Assessment Academic Vocabulary & Discourse Integrated ELD & Benchmark Advance Designated ELD & Benchmark Advance Integrated ELD in Content Areas Benchmark Oral Reading Records (ORR) Benchmark Advance County Consortium Hitting a HomeRun with Google - Google Suite TK Social-Emotional Learning	2 additional days for staff at beginning of school year for Professional Learning 1000-1999: Certificated Personnel Salaries LCFF 460,000	2 additional days for staff at beginning of school year for Professional Learning 1000-1999: Certificated Personnel Salaries LCFF 461,658.76
		Professional Learning Expenditures 4000-4999: Books And Supplies LCFF 5,000	Professional Learning Expenditures 4000-4999: Books And Supplies LCFF 5,378.70
		Director of Professional Learning/Induction 1000-1999: Certificated Personnel Salaries LCFF 150,000	Director of Professional Learning/Induction 1000-1999: Certificated Personnel Salaries LCFF 159,901.57
		Instructional Coaches 1000-1999: Certificated Personnel Salaries Title I 657,680	Instructional Coaches 1000-1999: Certificated Personnel Salaries Title I 656,366.54

		Budgeted Expenditures	Estimated Actual Expenditures
work under this action to continue to increase the capacity of staff.	Trauma-Informed Practices History/Social Science Adoption Middle School Course of Study Benchmark Advanced - Unit Plans Picture Exchange Communication System (PECS) Steps to Advance, Benchmark Advance ETC! Read 180 Math 180 California Healthy Youth Act for Science Teachers Induction/Intern Peer Observations National Speech Pathologists Conference CSEA Conference BreakThrough Coaching	Instructional Coaches 1000-1999: Certificated Personnel Salaries Title III 116,061	Instructional Coaches 1000-1999: Certificated Personnel Salaries Title III 0
		Solution Tree Consultants - Beginning of Year Professional Learning 5000-5999: Services And Other Operating Expenditures LCFF 24,000	Solution Tree Consultants - Beginning of Year Professional Learning 5000-5999: Services And Other Operating Expenditures LCFF 26,000
		San Joaquin County Office of Education - Beginning of year Professional Learning - California Preschool Instructional Network 1000-1999: Certificated Personnel Salaries LCFF 1,050	San Joaquin County Office of Education - Beginning of year Professional Learning - California Preschool Instructional Networ 1000-1999: Certificated Personnel Salaries LCFF 1,050
		Substitutes for Math Professional Learning 1000-1999: Certificated Personnel Salaries LCFF 27,000	Substitutes for Math Professional Learning 1000-1999: Certificated Personnel Salaries LCFF 17,820
		Solution Tree Consultant - Teaching Reading Phase II 5000-5999: Services And Other Operating Expenditures LCFF 104,000	Solution Tree Consultant - Teaching Reading Phase II 5000-5999: Services And Other Operating Expenditures LCFF 33,000

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 2018-2019 will focus on Response to Intervention	All elementary sites had at least 2 Embedded Coaching Days during the school year. All middle schools had 13 days of Embedded Coaching. Embedded Coaching focused on the building the capacity of administrators and site leadership teams to support the PLC/RTI process at the site level.	Assistant Principals 1000-1999: Certificated Personnel Salaries LCFF 500,000	Assistant Principals 1000-1999: Certificated Personnel Salaries LCFF 515,023.31
		Solution Tree Consultants - Embedded Coaching 5000-5999: Services And Other Operating Expenditures Title I 98,849	Solution Tree Consultants - Embedded Coaching 5000-5999: Services And Other Operating Expenditures Title I 98,849.00
		Solution Tree Consultants - Embedded Coaching 5000-5999:	Solution Tree Consultants - Embedded Coaching 5000-5999:

implementation process and continue to strengthen PLCs.	Wednesday minimum days provided time for job-alike collaboration focusing on student achievement. The PLC Implementation & Collective Efficacy Survey was administered in October 2018. We will use the Fall 2017 data as baseline. 4 is the highest score. Learning as our Fundamental Purpose: Fall 2017 2.41 Spring 2018 2.80 Fall 2018 2.86 Building a Collaborative Culture through High Performing Teams: Fall 2017 2.66 Spring 2018 3.09 Fall 2018 3.12 Focus on Results: Fall 2017 2.39 Spring 2018 2.90 Fall 2018 2.91	Services And Other Operating Expenditures General 63,651	Services And Other Operating Expenditures General 63,651.00

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 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	Maintain full time access to libraries at all sites 2000-2999: Classified Personnel Salaries LCFF 202,728	Maintain full time access to libraries at all sites 2000-2999: Classified Personnel Salaries LCFF 218,604.41
		Librarian 2000-2999: Classified Personnel Salaries LCFF 120,000	Librarian 2000-2999: Classified Personnel Salaries LCFF 113,401.21

	access to materials for both research and pleasure reading. Students also have access to EBooks.

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.	Four of our six Instructional Coaches are Google Certified Level 1, 2 or both. One coach is certified as an Apple Teacher. Coaches also facilitated the back-to-school professional learning focusing on the Google suite titled "Hitting a HomeRun with Google." Our BrightBytes data from October 2018, district wide 61% of teachers reported almost daily student computer use in the classroom. The March 2018 district wide percentage was the same, but both were higher than the 2017 survey collections: Teachers reported almost daily student computer use in the classroom: March 2017 57% October 2017 55% March 2018 61% October 2018 61% There are still some inequities at some sites as Chromebooks are purchased with site funds, approved by School Site Councils. Some school sites have Chromebooks purchased by	Pupil & Teacher Workstations; Software; Wireless Infrastructure 4000-4999: Books And Supplies General 300,000 Technology Support Staff 2000-2999: Classified Personnel Salaries LCFF 135,000 Middle School Technology Training for New Teachers 1000-1999: Certificated Personnel Salaries LCFF 1,500	Pupil & Teacher Workstations; Software; Wireless Infrastructure 4000-4999: Books And Supplies General 121,811.84 Technology Support Staff 2000-2999: Classified Personnel Salaries LCFF 137,441.77 Middle School Technology Training for New Teachers 1000-1999: Certificated Personnel Salaries LCFF 0

	parent groups, such as PTA or PTO.		

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. Accepting years of services attracts and retains highly qualified teachers. 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 40 participants. With the Director of Professional Learning/Induction and 3 Induction Specialists, these 40 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
		Teacher on Special Assignment - 2 Induction Support Specialists 1000-1999: Certificated Personnel Salaries Title II 245,169	Teacher on Special Assignment - 2 Induction Support Specialists 1000-1999: Certificated Personnel Salaries Title II 242,147.95
		Teacher in Special Assignment - Induction Mentor 1000-1999: Certificated Personnel Salaries LCFF 120,000	Teacher in Special Assignment - Induction Mentor 1000-1999: Certificated Personnel Salaries LCFF 126,451.20
		New Teacher Support Mentors 5800: Professional/Consulting Services And Operating Expenditures General 30,000	New Teacher Support Mentors 5800: Professional/Consulting Services And Operating Expenditures General 20,000.00
		Teacher Induction Registration Fees 5000-5999: Services And Other Operating Expenditures LCFF 135,000	Teacher Induction Registration Fees 5000-5999: Services And Other Operating Expenditures LCFF 114,000
		Director of Human Resources 1000-1999: Certificated Personnel Salaries LCFF 165,000	Director of Human Resources 1000-1999: Certificated Personnel Salaries LCFF 160,263.00
		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 15,809.34

Action 6

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 2018-2019 Facilities Inspections have been completed with "Good" status reported for all. This information is included in the School Accountability Report Cards for 2017-2018 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 anticipated cost 0

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 Tier 3 Literacy Groups in grades 1-5, depending upon the Oral Reading Record (ORR) results at each site. • 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	Middle School Tier 3 Reading and Math Intervention Program 5000-5999: Services And Other Operating Expenditures General 300,000	Middle School Tier 3 Reading and Math Intervention Program 5000-5999: Services And Other Operating Expenditures General 304,101.76
		Professional Learning Substitutes or Extra Duty Pay 1000-1999: Certificated Personnel Salaries General 4,000	Professional Learning Substitutes or Extra Duty Pay 1000-1999: Certificated Personnel Salaries General 4,000.00
		Teacher Hourly Pay for Site-Based Programs 1000-1999: Certificated Personnel Salaries Title I 35,000	Teacher Hourly Pay for Site-Based Programs 1000-1999: Certificated Personnel Salaries Title I 14,998.21
		Student Data Management Systems 5000-5999: Services And Other Operating Expenditures LCFF 54,805	Student Data Management Systems 5000-5999: Services And Other Operating Expenditures LCFF 53,760.86

4-5 then grade 1 (in that order of priority).

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

Middle School Intervention includes targeted instruction by skill in ELA and Math during Tier 2 "mascot time" at each middle school at least two days per week. Students who do not need additional time and support to master grade level essential standards participate in extension and enrichment opportunities during Tier 2. New at our middle schools this year is a set aside Tier 3 time to students performing far below grade level in either reading or math. Students in grades 6-8 reading below the grade level lexile range attended Read 180 classes 3-5 days per week. Students in grades 7-8 performing below grade level expectations as determined by a mathematics inventory participated in Math 180 classes 5 days per week. All schools that receive Title I funds have provided extended school day learning opportunities for students identified as needing additional academic support.

CF Brown, Sylvan, and Woodrow Elementary sites piloted Read 180 and System 44 in Grade 5.

A universal screener was administered to all 5th through 7th grade students to determine student in need of additional academic supports in ELA and math.

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 standards to ensure English learners are provided with support in accessing the State Standards (credentialed and classified staff).	Teachers were provided with professional learning at the beginning of the 2018-2019 school year from the SJCOE Language and Literacy Department Director and Coordinator. Grade level ELD standards were provided to all teachers. Instructional Coaches integrate the ELD standards in professional learning and when working with teachers on planning lessons. The ELD/Literacy Specialists provide professional learning during staff meetings to strengthen instruction for English Learners. All Instructional Coaches have attended the ELD Standards Institute and weave this knowledge	ELD Standards Institute 5000-5999: Services And Other Operating Expenditures Title III 1,500 Substitutes 1000-1999: Certificated Personnel Salaries Title III 300	ELD Standards Institute 5000-5999: Services And Other Operating Expenditures Title III 1,500.00 Substitutes 1000-1999: Certificated Personnel Salaries Title III 300.00

| | into learnings with classroom teachers. | | |

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. 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.	The ELD/Literacy Specialists have all been trained on addressing the ELD Standards during Designated ELD. In addition, they all participated in the beginning of year professional learning with staff from San Joaquin County Office of Education alongside regular and special education classroom teachers. The purpose of this training was for the ELD/Literacy Specialists to strengthen their knowledge and skills, but also to provide support for classroom teachers as they teach ELD standards through Designated ELD to the English Learners in their classrooms.	ELD/Literacy Specialists FTE 14.0 1000-1999: Certificated Personnel Salaries LCFF 1,419,261 San Joaquin County Office of Education - ELD Standards 5000-5999: Services And Other Operating Expenditures Title III 6,500	ELD/Literacy Specialists FTE 14.0 1000-1999: Certificated Personnel Salaries LCFF 1,508,377.58 San Joaquin County Office of Education - ELD Standards 5000-5999: Services And Other Operating Expenditures Title III 500.00

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.	ELD Aides funded with Title III instead as originally planned with Title I. All Middle School English Learners have access to core ELA curriculum - StudySync.	Title I Paraprofessionals 2000-2999: Classified Personnel Salaries Title I 104,000	Title I Paraprofessionals 2000-2999: Classified Personnel Salaries Title III 94,891.41

We have 240 English Learner middle school students who we need to assure are receiving the support needed to successfully acquire the English language.
Of our 240 English Learner middle school students – 33 of these students have been in the United States for less than 3 years.
For students newer to the English and those students with ELPAC scores of 2 or lower they participate in the Language Acquisition classes that focus on the ELD Standards and the foundations of the language.
Newcomer English Learners core ELA curriculum was supplemented with Read 180 on a temporary basis per ELA/ELD Framework Program 4 allowing this as a temporary replacement.

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 72 students in Grades K-8 enrolled in Rosetta Stone. Students can access this program at school and at home. We have seen a decline in the number of middle school Newcomer students using the program as they are accessing Read 180 instead. Usage Report as of 5/15/19: • 1,103 hours Training • 3 hours Games Use	Rosetta Stone 5000-5999: Services And Other Operating Expenditures Title III, Immigrant 11,500	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 10,077	Newcomer Instructional Materials 4000-4999: Books And Supplies Title III, Immigrant 8,694.73
			Parent ESL Classes 2000-2999: Classified Personnel Salaries Title III, Immigrant 10,000.00

ELD/Literacy Specialists worked with Newcomer English Learners in intensive small groups instruction. In 2019-2020 the elementary Specialists will use In the USA Newcomer curriculum.

Parent ESL Classes provided to:

47 adults and 26 children.

100% of students passed both of their Objectives Life Skills tests

(Communicating with Healthcare Professionals & Interacting with the School System)

62% of students made significant gains on their CASAS tests

100% of student surveyed said they would recommend this program to friends and family.

95% of students surveyed said they felt more confident speaking English in public.

76% of students surveyed said this program has helped them overall in their everyday life.

The children we served in the program improved as well:

Ages 1-2 improved their fine motor skills (building with blocks, coloring inside the lines, and tracing along a dotted line)

	Ages 3-5 improved in their preschool skills (identifying shapes, colors, letters of the alphabet, and numbers 1-10) All children enhanced their English language skills as well.

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 2018-2019 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. Two years of 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.

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 2018 release validated that our professional learning in 2016-2017 and 2017-2018 around the ELA/ELD new curriculum adoption showed increases for all students as well as our students groups, English Learners, and Socioeconomically Disadvantaged. All student groups identified on the Fall 2018 Dashboard made increased, some as many more than 10 points. The only group that declined in the ELA Academic Indicator was our Foster Youth student group, declining by 57 points. The same is true of the Math Academic Indicator, with the Foster Youth group being the only declining group, declining by 45 points. There were 14 students in this student group.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Under Estimated Actual Expenditures the addition of:
Action A.1 - 3.71% raise not calculated into budgeted expense
Action A.1 - Instructional Coaches salary moved to 100% funded by Title I
Action A.1 - Teacher Reading Consultant cost was lower than expected
Action A.2 - 3.71% raise not calculated into budgeted expense
Action A.4 - Not as many technology expenses as expected
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 - 3.71% raise not calculated into budgeted expense
Action A.10 - Three (3) paraprofessionals moved from Title I to Title III funding. One was hired late and resigned early, so not a full year's pay expended.
Action A.11 - Title III Immigrant expenditure added for Parent ESL Classes

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.

Action A.4 - Wording of action modified.

Annual Update

LCAP Year Reviewed: **2018-19**

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 **18-19** The data is no longer accessible. This local metric will be discontinued. Metric #11 was added to replace this discontinued metric. **Baseline** Aeries Parent Portal - 2015-2016 Parent Log In: Middle School 39.78%; Elementary 0.88%	The data is no longer accessible. This local metric will be discontinued. Metric #11 was added to replace this discontinued metric.
Metric/Indicator 2. KeepNTrack Volunteer Report **18-19** Increase by 5% **Baseline** KeepNTrack Volunteer Report - 2015-2016 15,136 hours	2018-2019 - 15,498 (Due to our network being down for a month, this data may not be a true reflection.)
Metric/Indicator 3. Attendance Rates	2018-2019 - 96.2%

	Expected	Actual

Expected	Actual
18-19 Increase by 0.5%(97.12%) **Baseline** Attendance Rates - 2014-2015 96.12%	
Metric/Indicator 4. Chronic Absenteeism Rates **18-19** Local data is no longer accessible. CALPADS 14.1 Report - declined by 0.50% CA School Dashboard - DataQuest Chronic Absenteeism Rates decrease by 2% **Baseline** Chronic Absenteeism Rates: 2014-2015 10.0% from local data 2016-2017 1.73% from CALPADS 14.1 Report	2018-2019 1.62% - Students >=20% CA School Dashboard Fall 2018 - Declined 0.6% - 8.2% Chronically Absent
Metric/Indicator 5. California Healthy Kids Survey (CHKS) **18-19** Increase both by 5% **Baseline** CHKS - 2014-2015 77% of student feel close to people at school; 58% feel a part of the school	CHKS - 2018-2019 65% of student feel close to people at school 57% feel a part of the school
Metric/Indicator 6. BrightBytes **18-19** Increase by 10% **Baseline** BrightBytes - March 2016 - 39% of students were asked to collaborate online with classmates at least monthly	BrightBytes - October 2018 - 43% of students were asked to collaborate online with classmates at least monthly

Expected	Actual
Metric/Indicator 7. Suspension rates **18-19** Decrease all groups by 2% **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%	Suspension Rates - Fall 2018 CA School Dashboard All Students - 5.4% Students with Disabilities - 7.9% English Learners - 3.2% Low Income - 6.8%
Metric/Indicator 8. Expulsion rates **18-19** Decrease by 2% **Baseline** Expulsion Rates - 2014-2015 16 expulsions	2017-2018 - 11 expulsions 2018-2019 - 7 expulsions
Metric/Indicator 9. DataQuest Middle School Dropout Data **18-19** Maintain 0% **Baseline** Middle School Dropout Rates Maintain 0% Dropout Rate	1 Student - 2016-2017 (DataQuest)
Metric/Indicator 10. Sylvan District is not a high school district so metrics for Priority 5 are not applicable. **18-19** 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.	Sylvan District is not a high school district so metrics for Priority 5 are not applicable.
Metric/Indicator 11. Marzano Family Survey	Fall 2018:

	Expected	Actual

Expected

18-19
Increase by at least 0.50 in all three areas

Baseline
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 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

Actual

The leaders in my child's school ask for my opinion about how the school should function. 2.94

The leaders of my child's school conducts focus group meetings with students, parents and the community. 3.56

The leaders of my child's school engage the community and me regarding school safety issues. 3.95

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: English Language Development The Leader in Me - Social/Emotional Learning Safety Night & Parent Safety Drill Math Night Science Night Literacy Night Incoming Kindergarten Readiness Training	Mateials 4000-4999: Books And Supplies Title I 2,000	Materials 4000-4999: Books And Supplies Title I 1,851.92
		Classified Salaries - Site based child care, translator, parent aide for academic based parent trainings 2000-2999: Classified Personnel Salaries Title I 15,974	Classified Salaries - Site based child care, translator, parent aide for academic based parent trainings 2000-2999: Classified Personnel Salaries Title I 7,341.34

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 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. Training provided to certificated staff in area of Trauma Informed Practices.	Counselors 2.0 FTE 1000-1999: Certificated Personnel Salaries LCFF 213,358 Counselors 2.0 FTE 1000-1999: Certificated Personnel Salaries Title I 275,000 Materials 4000-4999: Books And Supplies LCFF 5,000	Counselors 2.0 FTE 1000-1999: Certificated Personnel Salaries LCFF 252,955.00 Counselors 2.0 FTE 1000-1999: Certificated Personnel Salaries Title I 249,978.16 Materials 4000-4999: Books And Supplies LCFF 1,471.98

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.	Surveys were done at the end of 17-18 to determine need for social-emotional learning for 18-19. Second Step (Social-emotional curriculum) was purchased for all mild moderate classes to teach appropriate behaviors. Second Step was also purchased for all students at CF Brown as a pilot program. Nurtured Heart approach focusing on relationship-building is also implemented at CF Brown. MA Sanders and Standiford are The Leader in Me schools. Administrators received (at the end of 17-18) professional development in Tier I strategies to strengthen social-emotional support for all students, to implement in the 18-19 school year. Counselors and assistant principals attended Equipping Educators to Address Trauma Mental Health through MTSS. Middle school counselors meet with students at risk of academically failing and set goals for progress.	Continue with increased campus supervision. 2000-2999: Classified Personnel Salaries LCFF 20,000	Continue with increased campus supervision. 2000-2999: Classified Personnel Salaries LCFF 20,596.29
		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 0
		Board Certified Behavior Analyst (BCBA) 2000-2999: Classified Personnel Salaries LCFF 110,000	Board Certified Behavior Analyst (BCBA) 2000-2999: Classified Personnel Salaries LCFF 123,171.93
		Counselor FTE 1.0 with Focus on Behavior 1000-1999: Certificated Personnel Salaries Title I 81,104	Counselor FTE 1.0 with Focus on Behavior 1000-1999: Certificated Personnel Salaries Title I 126,682.59

	In 2019-2020 all sites will have a Social/Emotional program/curriculum implemented.

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. CALPADS Report 14.1 - 2018-2019 Chronic Absenteeism Data: (number of students) Students with < 5% Absence - 5,931 Students with >=5% and<10% - 1,963 Students with >=10% and <20% - 592 Students with >=20% - 140 The Attendance Task Force meets on a regular basis with the Director of Student Support Services/Child Welfare and Attendance to review students who are at risk or chronically absent. The committee discusses strategic actions that schools can implement to support these students and families. 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 41,000	Maintain increased 1.375 FTE office support 2000-2999: Classified Personnel Salaries LCFF 38,201.09

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.	DIT process was revised to DART. Forms were revised and goal setting was implemented. Counselors created events to target increased attendance. All sites were given their top 10 lowest attendance dates and ideas for increasing attendance on those days. All sites provided list of students with chronic absenteeism. Site specific interventions targeting lowest attended days yielded higher attendance rates for the day. Attendance percentage through January 2017: 96.2% Attendance percentage through January 2018: 96.4% Attendance percentage through January 2019: 96.2%	Director of Student Support Services/Child Welfare and Attendance 1000-1999: Certificated Personnel Salaries LCFF 170,000 Counselor FTE 1.0 with Focus on Student Attendance 1000-1999: Certificated Personnel Salaries LCFF 101,954	Director of Student Support Services/Child Welfare and Attendance 1000-1999: Certificated Personnel Salaries LCFF 172,248.87 Counselor FTE 1.0 with Focus on Student Attendance 1000-1999: Certificated Personnel Salaries LCFF 135,199.90

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
B.6 Develop school-to-pupil connections, including middle school electives.	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	Maintain teacher stipends for middle school clubs and sports. 1000-1999: Certificated Personnel Salaries LCFF 40,000	Maintain teacher stipends for middle school clubs and sports. 1000-1999: Certificated Personnel Salaries LCFF 35,736.00

| | well rounded education for all students, and offer opportunities for students to engage in content in which enriches the lives of students.

Elementary Sites school-to-pupil connection activities: Art, classroom music, band, student leadership roles, Safety Patrol, Student Council | Fine Arts Teachers Maintain Art 2.6 FTE - Maintain Art 5.0 FTE 1000-1999: Certificated Personnel Salaries LCFF 545,000 | Fine Arts Teachers Maintain Art 2.6 FTE - Maintain Art 5.0 FTE 1000-1999: Certificated Personnel Salaries LCFF 578,047.86 |

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. As of November 2018 we have 35 Foster Youth enrolled in Sylvan District.	Counselor FTE 1.0- Parent Focused and Foster Youth Liaison 1000-1999: Certificated Personnel Salaries LCFF 110,000	Counselor FTE 1.0- Parent Focused and Foster Youth Liaison 1000-1999: Certificated Personnel Salaries LCFF 121,245.82

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual 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 for parent-teacher conferences and other student centered meetings.	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 1,680.83 Translation Service 5000-5999: Services And Other Operating Expenditures LCFF 9,959.80

	Documents are sent to the Director of Categorical Programs for translation.		

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 6th Grade Camp 5000-5999: Services And Other Operating Expenditures LCFF 125,000	Field Trips 5000-5999: Services And Other Operating Expenditures LCFF 48,715.36 6th Grade Camp 5000-5999: Services And Other Operating Expenditures LCFF 140,594.67

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Sites were provided with funding to assure safety items were accessible and utilized. Radios were purchased for all sites to assure that when staff is on the playground they have a way to communicate with the office. Safety vests were purchased so that students could easily identify the adults when at recess or break.	Safety Supplies or Equipment 4000-4999: Books And Supplies Lottery 100,000	Safety Supplies or Equipment 4000-4999: Books And Supplies Lottery 46,641.87

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 2018-2019 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 2019-2020. 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. Survey were completed at the end of 2017-2018 to determine need for social-emotional learning for 2018-2019. Second Step curriculum was piloted at one elementary site and was implemented in all mild moderate special education classes. In addition, administrators received professional learning in Tier I strategies to strengthen social-emotional support for all students to implement in 2018-2019. In 2019-2020 all sites will implement a social-emotional program.
The Fall 2018 Dashboard Release has Sylvan District in red for suspensions. Only two student group, Foster Youth and Homeless, declined. Immediately the Director of Student Support Services began analyzing data and working directly with site administrators, counselors, the Special Education Department and our Board Certified Behavior Analysts to address this issue. Through the school year administrators have analyzed data, calibrated suspensions, and received training in Other Means of Correction. In addition, site staff attended Other Means of Correction Meetings to strategize and then implement interventions to support students with multiple discipline incidents. All certificates staff received two trainings on Trauma Informed Practices.
Our district wide local metric of attendance rates shows that we have maintained a 96% rate of attendance. The Fall 2018 Dashboard release has Sylvan District in green for chronic absenteeism. All sites were provided with student data from 2017-2018 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. The Attendance Task Force meetings were restructured in 2018-2019 to address chronic non attenders. At these meetings strategies were discussed and then implemented at the school site with the identified students. Counselors were also involved with working with students who are chronic non attenders.
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 2017-2018 for all students, we had a suspension rate of 5.4%, which increased by 2.6%. Most of our student groups also increased, including English Learners by 1.8%, Socioeconomically Disadvantaged by 3% and Students with Disabilities by 3.1%. With all of the actions and strategies we have implemented in 2018-2019 as described under question above, describe the overall implementation of the actions/services to achieve the articulated goal, we anticipate a major improvement on the Fall 2019 suspension indicator.

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 Other Means of Correction in lieu of suspension so it is anticipated that the suspension numbers should continue to decrease.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action B.1 - Needs met. Did not need to expend entire amount budgeted
Action B.2 - Needs met. Did not need to expend entire amount budgeted
Action B.2 - 3.71% raise not calculated into budgeted expense
Action B.3 - PBIS materials purchased with grant instead of LCFF funds
Action B.5 - 3.71% raise not calculated into budgeted expense
Action B.6 - 3.71% raise not calculated into budgeted expense
Action B.7 - 3.71% raise not calculated into budgeted expense
Action B.9 - Expenditures for transportation, rental and nurse coverage had not been budgeted
Action B.10 - 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.

No changes were made.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 3

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

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

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.

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.

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.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

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

District Parent Advisory Committee –September 2018, January 2019, April 2019
Special Education Parent Advisory Group - December 6, 2018; January 24, 2019; April 18, 2019
District English Learner Parent Advisory Committee –October 2018, April 2019
Sylvan Board of Trustees – On-going communication in Friday updates throughout the school year.
Sylvan Board of Trustees Meeting updates on 9/11/18, 10/9/18, 10/30/18, 11/13/18, 1/15/19, 2/12/19, 3/5/19, 3/19/19, 4/23/19, 5/21/19, 6/4/19
Site Community Meetings - September 2018-February 2019
Community Electronic Community Feedback – August 2018 - March 2019
Staff Electronic Community Feedback – August 2018 - March 2019
School Site Council Meetings – November 2018, May 2019
Elementary and Middle School Pupils – January - February 2019
Union Representatives consultation (certificated and classified)– January 2019, May 2019
1st Interim Budget Report - January 2019
Site and District Administrators – November 2018, April 2019
Curriculum and Instruction Committee - January 2019
LCAP Steering Committee – January 2019, May 2019
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 2019

Throughout the 2018-2019 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 2018-2019 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 2019-2020 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 2018-2019 Annual Update and the 2019-2020 LCAP was posted to the Board of Trustees Meeting agenda on June 4, 2019 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 2019-2020 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)

Unchanged 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)

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	Modified Action	Unchanged 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	Source	Budget Reference
156,620	Title I	5000-5999: Services And Other Operating Expenditures Professional Learning Expenditures
5,000	LCFF	4000-4999: Books And Supplies Professional Learning Expenditures
150,000	LCFF	1000-1999: Certificated Personnel Salaries Director of Professional Learning/Induction
5,000	LCFF	4000-4999: Books And Supplies Professional Learning Expenditures
150,000	LCFF	1000-1999: Certificated Personnel Salaries Director of Professional Learning/Induction
689,850	Title I	1000-1999: Certificated Personnel Salaries Instructional Coaches
147,380	LCFF	1000-1999: Certificated Personnel Salaries Director of Professional Learning/Induction
657,680	Title I	1000-1999: Certificated Personnel Salaries Instructional Coaches
84,000	LCFF	5000-5999: Services And Other Operating Expenditures Professional Learning Consultant
51,075	Title I	1000-1999: Certificated Personnel Salaries Substitutes
116,061	Title III	1000-1999: Certificated Personnel Salaries Instructional Coaches
90,000	LCFF	1000-1999: Certificated Personnel Salaries Professional Learning Substitutes
692,606	Title I	1000-1999: Certificated Personnel Salaries Instructional Coaches
24,000	LCFF	5000-5999: Services And Other Operating Expenditures Solution Tree Consultants - Beginning of Year Professional Learning
50,000	Title I	1000-1999: Certificated Personnel Salaries Professional Learning Substitutes

Amount	105,046	1,050	25,000
Source	Title III	LCFF	Title I
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	5000-5999: Services And Other Operating Expenditures Professional Learning Conference Expenses
Amount	28,578	27,000	5,000
Source	General	LCFF	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures Coaching for Administrators (Breakthrough Coaching)	1000-1999: Certificated Personnel Salaries Substitutes for Math Professional Learning	2000-2999: Classified Personnel Salaries Classified Professional Learning Conference Expenses
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)

All

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

All Schools

OR

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

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

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

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

| [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	20,000
Source	Title I	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	1000-1999: Certificated Personnel Salaries PLC/RTI/MTSS Professional Learning Substitutes

Amount	26,000	63,651	90,000
Source	Title I	General	LCFF
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	1000-1999: Certificated Personnel Salaries Guiding Coalition Stipends
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)

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	Unchanged 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	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	210,000
Source	LCFF	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	2000-2999: Classified Personnel Salaries Maintain full time access to libraries at all sites
Amount	107,488	120,000	130,000
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Librarian	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	Modified 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.	A.4 Integrate technology in all content areas supported by professional learning supported by the Director of Professional Learning and the Teacher on Special Assignment for Educational Technology.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	300,000	300,000	300,000
Source	LCFF	General	LCFF
Budget Reference	4000-4999: Books And Supplies Pupil & Teacher Workstations; Software; Wireless Infrastructure	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	245,000
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Technology Support Staff	2000-2999: Classified Personnel Salaries Technology Support Staff	2000-2999: Classified Personnel Salaries Technology Support Staff
Amount		1,500	140,000
Source		LCFF	LCFF
Budget Reference		1000-1999: Certificated Personnel Salaries Middle School Technology Training for New Teachers	1000-1999: Certificated Personnel Salaries Teacher on Special Assignment - Educational Technology

Amount		470,000
Source		LCFF
Budget Reference		5000-5999: Services And Other Operating Expenditures IT Managed Services

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	Unchanged 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.	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	Provide competitive salaries for both Certificated and Classified Staff
Amount	16,384	245,169	250,000
Source	LCFF	Title II	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	1000-1999: Certificated Personnel Salaries Teacher on Special Assignment - 2 Induction Support Specialists
Amount	155,187	120,000	120,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Director of Human Resources	1000-1999: Certificated Personnel Salaries Teacher 0n Special Assignment - Induction Mentor	1000-1999: Certificated Personnel Salaries Teacher on Special Assignment - Induction Mentor
Amount	15,000	30,000	30,000
Source	LCFF	General	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	5800: Professional/Consulting Services And Operating Expenditures New Teacher Support Mentors
Amount		135,000	265,000
Source		LCFF	LCFF
Budget Reference		5000-5999: Services And Other Operating Expenditures Teacher Induction Registration Fees	5000-5999: Services And Other Operating Expenditures Teacher Induction Registration Fees

Amount	165,000	165,000
Source	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Director of Human Resources	1000-1999: Certificated Personnel Salaries Director of Human Resources
Amount	15,000	15,000
Source	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Learning for Classified Managers and Staff	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)

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
Unchanged Action	Unchanged Action	Modified 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.	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	0
Budget Reference	Facility Inspection Tool System - No anticipated cost	Facility Inspection Tool System - No anticipated cost	Facility Inspection Tool System - No anticipated cost
Amount			137,000
Source			LCFF
Budget Reference			2000-2999: Classified Personnel Salaries 2.0 FTE Groundsperson

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]

OR

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

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

English Learners
Foster Youth
Low Income

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

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	Unchanged Action	Modified 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.	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	142,000
Source	Title I	General	LCFF
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	5000-5999: Services And Other Operating Expenditures Student Data Management Systems
Amount	54,805	4,000	35,000
Source	LCFF	General	Title I
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	1000-1999: Certificated Personnel Salaries Teacher Hourly Pay for Site-Based Programs

Amount		35,000	5,000
Source		Title I	General
Budget Reference		1000-1999: Certificated Personnel Salaries Teacher Hourly Pay for Site-Based Programs	1000-1999: Certificated Personnel Salaries Professional Learning Substitutes or Extra Duty Pay
Amount		54,805	590,000
Source		LCFF	LCFF
Budget Reference		5000-5999: Services And Other Operating Expenditures Student Data Management Systems	4000-4999: Books And Supplies Instruction Materials

Action 8

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

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

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

[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	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
A.8 Using the ELA/ELD Framework as a guide, increase staffs' understanding of	A.8 Using the ELA/ELD Framework as a guide, increase staffs' understanding of	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).	ELD standards to ensure English learners are provided with support in accessing the State Standards (credentialed and classified staff).	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	1,500
Source	Title I	Title III	Title III
Budget Reference	4000-4999: Books And Supplies Books and Supplies	5000-5999: Services And Other Operating Expenditures ELD Standards Institute	5000-5999: Services And Other Operating Expenditures ELD Standards Institute
Amount	20,000	300	300
Source	Title I	Title III	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries Substitutes/Stipends	1000-1999: Certificated Personnel Salaries Substitutes	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	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	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	1,500,000
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)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	Limited to Unduplicated Student Group(s)	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.	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	104,000
Source	Title I	Title I	Title III
Budget Reference	2000-2999: Classified Personnel Salaries Title I Paraprofessionals	2000-2999: Classified Personnel Salaries Title I Paraprofessionals	2000-2999: Classified Personnel Salaries ELD 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)

[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))

Schoolwide

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
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.	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	11,500
Source	Title III, Immigrant	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	5000-5999: Services And Other Operating Expenditures Rosetta Stone
Amount	10,077	10,077	10,077
Source	Title III, Immigrant	Title III, Immigrant	Title III, Immigrant
Budget Reference	4000-4999: Books And Supplies Newcomer Instructional Materials	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)

Unchanged 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%	The data is no longer accessible. This local metric will be discontinued. Metric #11 was added to replace this discontinued metric.	The data is no longer accessible. This local metric will be discontinued.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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% CALPADS 14.1 Report - declined by 0.11% Determined when California School Dashboard is updated Fall 2017 CA School Dashboard - DataQuest Chronic Absenteeism Rates 2016-2017: 8.6%	Local data is no longer accessible. CALPADS 14.1 Report - declined by 0.50% CA School Dashboard - DataQuest Chronic Absenteeism Rates decrease by 2%	Local data is no longer accessible. CALPADS 14.1 Report - declined by 0.50% 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 classmates at least monthly	Increase by 10%	Increase by 10%	Increase by 10%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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 school should function. 2.85	This was not a metric in 2017-2018.	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
	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)

[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

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

Schoolwide

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

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.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.	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	2,000
Source	Title I	Title I	Title I
Budget Reference	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials
Amount	2,544	15,974	15,974
Source	Title I	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	2000-2999: Classified Personnel Salaries Classified Salaries - Site based child care, translator, parent aide for academic based parent trainings
Amount	15,974		10,000
Source	Title I		Title III, Immigrant
Budget Reference	2000-2999: Classified Personnel Salaries Classified Salaries - Child Care, Translator, Parent Aide		5800: Professional/Consulting Services And Operating Expenditures ESL Classes for Families

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)

[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

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	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 include pupils who have not made adequate progress or demonstrate attendance or behavioral issues.	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.	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.

Budgeted Expenditures

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

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

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.	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	20,000
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Continue with increased campus supervision.	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	20,000
Source	LCFF	LCFF	Title IV
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	4000-4999: Books And Supplies Implement Social Emotional Learning schoolwide program
Amount	108,810	110,000	110,000
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Board Certified Behavior Analyst (BCBA)	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	81,104
Source	Title I	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	1000-1999: Certificated Personnel Salaries Counselor FTE 1.0 with Focus on Behavior
Amount			130,000
Source			LCFF
Budget Reference			2000-2999: Classified Personnel Salaries Social Worker
Amount			260,000
Source			LCFF
Budget Reference			2000-2999: Classified Personnel Salaries 2.0 FTE Mental Health Clinicians

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	Modified 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.	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	41,000
Source	LCFF	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	2000-2999: Classified Personnel Salaries Maintain increased 1.375 FTE office support
Amount			9,000
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures Online Enrollment Service

Action 5

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

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

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	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	170,000
Source	LCFF	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	1000-1999: Certificated Personnel Salaries Director of Student Support Services/Child Welfare and Attendance
Amount	101,954	101,954	101,954
Source	LCFF	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	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)

[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)

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	Unchanged 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.	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	148,000
Source	LCFF	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.	1000-1999: Certificated Personnel Salaries Maintain teacher stipends for middle school clubs and sports and elementary stipends.

Amount	451,886	545,000	545,000
Source	LCFF	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	1000-1999: Certificated Personnel Salaries Fine Arts Teachers Maintain Art 2.6 FTE - Maintain Art 5.0 FTE
Amount			35,000
Source			LCFF
Budget Reference			4000-4999: Books And Supplies Art and Music Instructional Materials

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]	[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	LEA-wide	All Schools

Actions/Services

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

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

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.	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	110,000
Source	LCFF	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	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)

[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	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	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	2,000
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Interpreters	2000-2999: Classified Personnel Salaries Interpreters	2000-2999: Classified Personnel Salaries Interpreters
Amount	9,000	9,000	13,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Translation Service	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)

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
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.	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	35,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Field Trips	5000-5999: Services And Other Operating Expenditures Field Trips	5000-5999: Services And Other Operating Expenditures Field Trips
Amount	118,000	125,000	135,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures 6th Grade Camp	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)

All

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

All Schools

OR

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

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

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

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

| [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.	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	100,000
Source		Lottery	Lottery
Budget Reference		4000-4999: Books And Supplies Safety Supplies or Equipment	4000-4999: Books And Supplies Safety Supplies or Equipment

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)

New Goal

Goal 3

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

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

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

Specific Student Groups: Pupils with Disabilities [Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Budgeted Expenditures

Action 2

Specific Student Groups: Pupils with Disabilities
[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Budgeted Expenditures

Action 3

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

Low Income

Actions/Services

Budgeted Expenditures

Action 4

All	

OR

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

Actions/Services

Budgeted Expenditures

Action 5

Specific Student Groups: Pupils with Disabilities [Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

Actions/Services

Budgeted Expenditures

Action 6

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

OR

Low Income		

Actions/Services

Budgeted Expenditures

Action 7

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

OR

English Learners
Foster Youth
Low Income

Actions/Services

Budgeted Expenditures

Action 8

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

OR

English Learners

Actions/Services

Budgeted Expenditures

Action 9

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

OR

Foster Youth

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$7,563,218.00	11.57%

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.

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.

As a Professional Learning Community (PLC) district we focus on the four tenants of a PLC: 1) What is it we want students to learn? 2) How will we know if each student has learned? 3) How will we respond when some students do not learn and 4) What will we do if they already know it? Our laser like focus of essential standards has shown growth overall on the state assessment, as well as local assessments. Wednesday afternoons are set aside for Collaborative Teacher Teams to focus on the 4 tenants which results in determining student needs based on the analysis of student data. The middle schools have all implemented a skinny period up to 4 days a week to support the academic needs of our students.   In addition, the middle schools have implemented language arts and math intervention classes to support our neediest learners. These improving services to our high needs students has resulted in increased student achievement. Elementary sites have implemented intervention schedules within the regular day using supplemental

materials tied to the core curriculum to support our high needs students. The professional learning provided in 2018-2019 focused on integrating literacy support, which was also supported during intervention.

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. The addition of a Social Worker and Mental Health Clinician will allow us to address extreme behavior exhibited by some of our students.

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. The California School Dashboard Fall 2018 English Learner Progress Indicator (ELPI) was consistent with statewide results.

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 met weekly to collaborate on specific areas of need on: Foster Youth, Behavior and Attendance. Each counselor has 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.

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
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 Assistant Superintendent of Ed Services in 2019-2020 will strengthen Response to Intervention implementation process and 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 Professional Learning, Teacher on Special Assignment 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.	Teacher Hourly Pay for Site-Based Programs Student Data Management Systems
A	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).	Books and Supplies Substitutes / Stipends
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
A	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.	Title III Paraprofessionals
A	A.11 Newcomer English Learners needing additional language acquisition support will be provided software to support acquisition.	Rosetta Stone Software, Newcomer Curriculum
B	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.	Materials Teacher Hourly Pay Classified Salaries
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 4.0 FTE (Middle School not included on this document) 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 Social/Emotional Curriculum Board Certified Behavior Analyst (BCBA) Social Worker Mental Health Clinician Counselor FTE 1.0 - Focus on behavior
B	B.5 School sites will be supported in increasing attendance rates, including pupils in targeted student groups.	Director of Student Support Services/Child Welfare Counselor FTE 1.0 with Focus on Student Attendance
B	B.6 Develop school-to-pupil connections, including middle school electives.	Maintain teacher stipends for middle school clubs and sports Fine Arts Teachers Maintain Art 2.6 FTE - Maintain Art 5.0 FTE
B	B.7 Counselors will provide staff with information on issues and reality barriers that pupils experience with a focus on low income pupils and Foster Youth. Develop a partnership with foster care agencies to increase communication with parents.	Counselor FTE 1.0- Parent Focused and Foster Youth Liaison
B	B.8 To support parent engagement, provide translation and interpretation services	Interpreters Translation Services
B	B.9 Provide opportunities for pupils to experience educational opportunities connected to classroom instruction.	Field Trip Expenses 6th Grade Camp

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 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.

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.	Teacher Hourly Pay for Site-Based Programs Student Data Management Systems (EADMS)
A	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).	Books and Supplies Substitutes / Stipends
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
A	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.	Title I Paraprofessionals
A	A.11 Newcomer English Learners needing additional language acquisition support will be provided software to support acquisition.	Rosetta Stone Software
B	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.	Materials Teacher Hourly Pay Classified Salaries
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 4.0 FTE (Middle School not included on this document) 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) Counselor FTE 1.0 - Focus on behavior
B	B.5 School sites will be supported in increasing attendance rates, including pupils in targeted student groups.	Director of Student Support Services/Child Welfare Counselor FTE 1.0 with Focus on Student Attendance
B	B.6 Develop school-to-pupil connections, including middle school electives.	Maintain teacher stipends for middle school clubs and sports Fine Arts Teachers Maintain Art 2.6 FTE - Maintain Art 5.0 FTE
B	B.7 Counselors will provide staff with information on issues and reality barriers that pupils experience with a focus on low income pupils and Foster Youth. Develop a partnership with foster care agencies to increase communication with parents.	Counselor FTE 1.0- Parent Focused and Foster Youth Liaison
B	B.8 To support parent engagement, provide translation and interpretation services	Interpreters Translation Services

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.

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

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

activities that support pupil achievement provides our unduplicated pupils a connection to school so they desire to be engaged in learning to increase their achievement outcomes. The increase of counseling services will meet the need of increased and improved parent contact of our unduplicated pupils through parent training and meetings with parents regarding specific pupil needs. We will continue to use data to determine effectiveness of these services.

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

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

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard 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 California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

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 California School Dashboard, 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 California School Dashboard, 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 California School Dashboard, 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 K-8 students who were absent 10 percent or more of the school days excluding students who were:

        (A) enrolled less than 31 days

        (B) enrolled at least 31 days but did not attend at least one day

        (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

            (i) are enrolled in a Non-Public School

            (ii) receive instruction through a home or hospital instructional setting

            (iii) are attending a community college full-time.

        (2) The number of students who meet the enrollment requirements.

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

    (b) "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).

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

        (1) For a 4-Year Cohort Graduation Rate:

        (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

        (B) The total number of students in the cohort.

        (C) Divide (1) by (2).

        (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

        (A) The number of students who either graduated as grade 11 students or who earned any of the following:

        (i) a regular high school diploma

        (ii) a High School Equivalency Certificate

        (iii) an adult education diploma

        (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

        (B) The number of students in the DASS graduation cohort.

        (C) Divide (1) by (2).

    (d) "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).

    (e) "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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