

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Dehesa Elementary School District

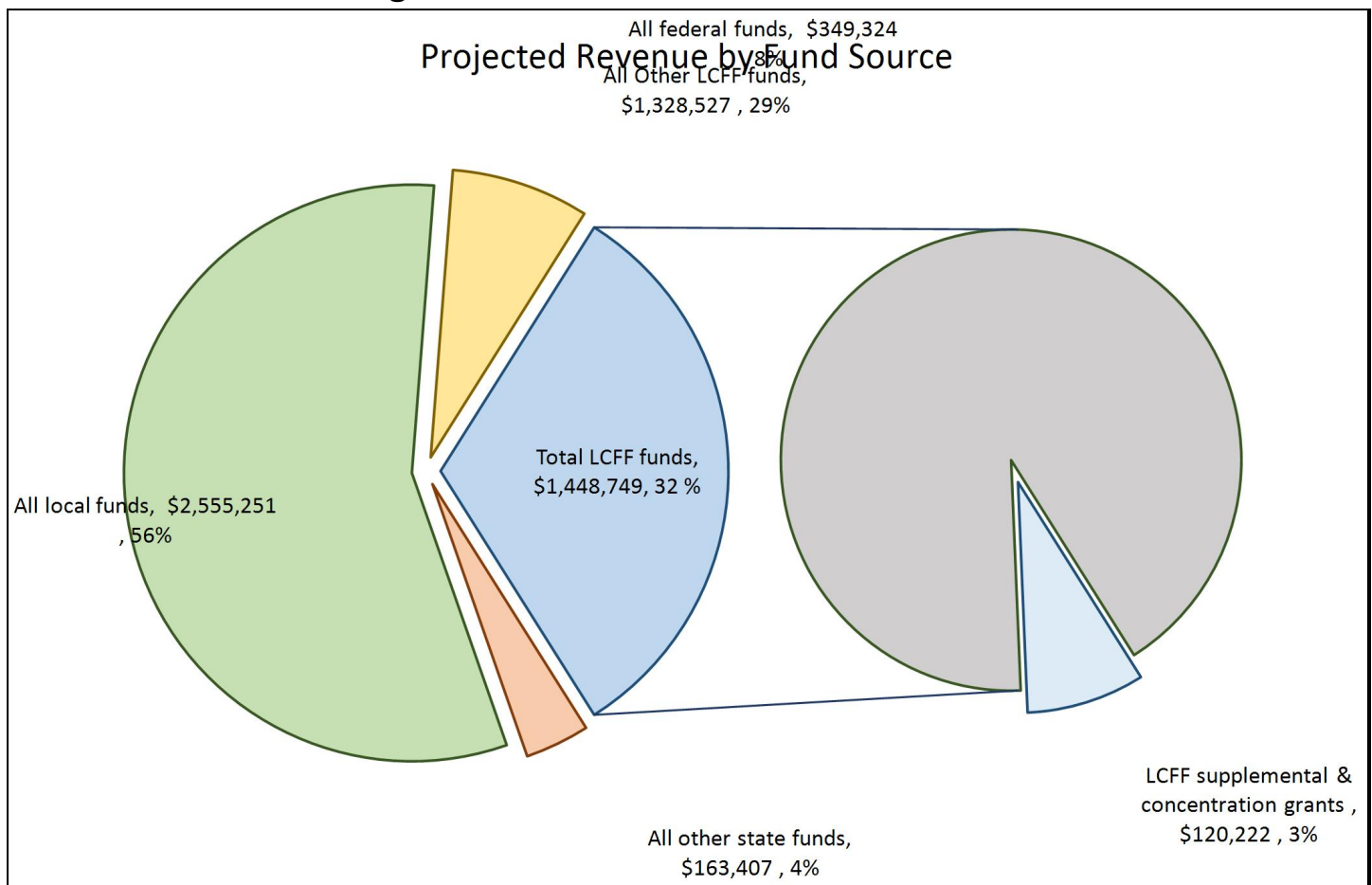
CDS Code: 3768049000000

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

LEA contact information: Larry Perondi, Acting 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

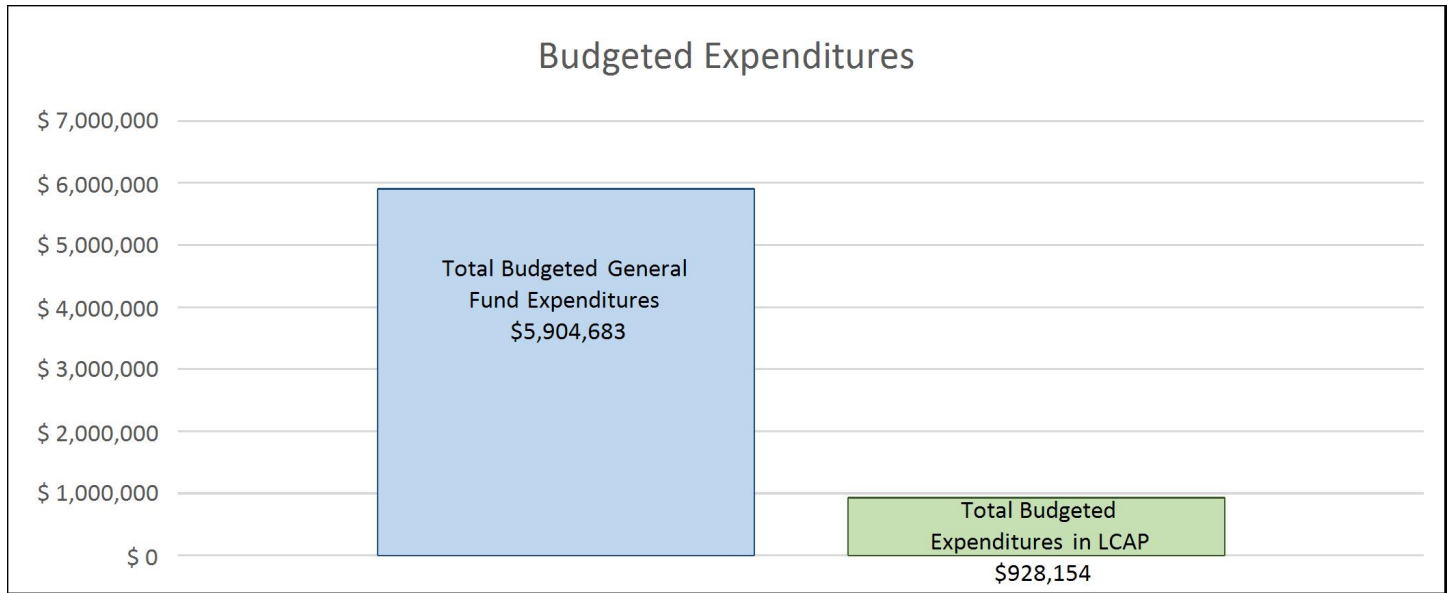


This chart shows the total general purpose revenue Dehesa Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Dehesa Elementary School District is \$4,516,731, of which \$1,448,749 is Local Control Funding Formula (LCFF), \$163,407 is other state funds, \$2,555,251 is local funds, and \$349,324 is federal funds. Of the \$1,448,749 in LCFF Funds, \$120,222 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.



This chart provides a quick summary of how much Dehesa Elementary 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.

Dehesa Elementary School District plans to spend \$5904683 for the 2019-20 school year. Of that amount, \$928154 is tied to actions/services in the LCAP and \$4,976,529 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

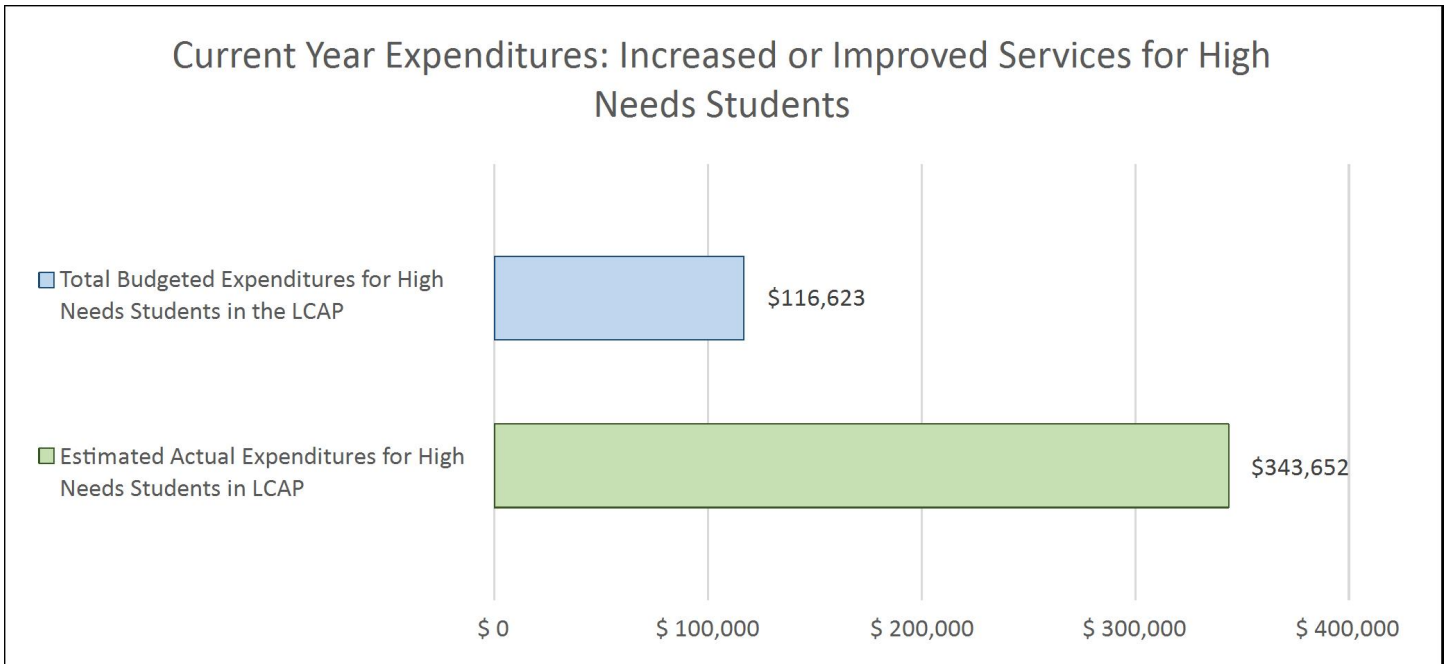
Dehesa Elementary School District plans to spend \$5,904,683 for the 2019-20 school year. Of that amount, \$928,154 is tied to actions/services in the LCAP and \$4,976,529 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the base educational program, and school and district operations.

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

In 2019-20, Dehesa Elementary School District is projecting it will receive \$120222 based on the enrollment of foster youth, English learner, and low-income students. Dehesa Elementary 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, Dehesa Elementary School District plans to spend \$473273 on actions to meet this requirement.

LCFF Budget Overview for Parents

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



This chart compares what Dehesa Elementary 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 Dehesa Elementary 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, Dehesa Elementary School District's LCAP budgeted \$116623 for planned actions to increase or improve services for high needs students. Dehesa Elementary School District estimates that it will actually spend \$343652 for actions to increase or improve services for high needs students in 2018-19.

2019-20



DEHESA SCHOOL

COMPUTER SCIENCE IMMERSION ACADEMY

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

Dehesa Elementary School District

Larry Perondi
Acting Superintendent

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(619) 444-2161

2017-20 Plan Summary

The Story

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

Our one-school district, located in what was once known as the Upper Sweetwater Valley, was established on April 5, 1876 educating a dozen or so local children in a 16' x 14' one-room schoolhouse. A succession of one-room schools followed, and in 1892 a bell was ordered from a foundry on the east coast, and a belfry was added to the most recent structure. Since that time, the Dehesa School Bell has been carefully moved with each change, resting today in a special tower

near the schoolhouse built in 1951. In 2014 the community passed a bond to add additional classrooms, a science lab, locker rooms, and additional school improvements. We celebrated the opening of our new state of the art, two stories, six classroom building on April 16, 2016. Staff, community members, Dehesa School Board members and dignitaries joined the ribbon cutting ceremony. The school now proudly boasts at least one class for each grade (K-8), and follows the tradition of excellence with small classes and a family atmosphere just as we have for the past 143 years.

Dehesa School District strives to build long-term relationships with families and community. Together, we are committed to providing a nurturing, inspiring and rigorous educational program for all students. Dehesa School is proud to employ 100% of highly qualified teachers, and inspiring support staff. Our school exemplifies the dynamic collaboration of strong leadership, community partnership, student achievement and inspired teaching. We are proud to be a No Excuses University School (NEU). Our educational foundation is based on the Six Exceptional Systems listed below:

Culture of Universal Achievement

A Culture of Universal Achievement takes place when the critical mass of the staff believes that each student is capable of meeting academic standards in reading, writing, and math, AND that the school has the power to make that opportunity a reality.

Collaboration

Collaboration encompasses the talents within a school community and seeks to find the very best ways to work together in order to get results. Dehesa stakeholders collaborate on an on-going/consistent basis through a variety of ways, including focus groups, committee meetings, parent education nights, and community forums.

Standards Alignment

Standards alignment is a critical component of our educational program, and provides an objective framework that guides our path. Dehesa stakeholders do this by continuously working to align our students' educational experiences with 21st Century Learning and Common Core State Standards.

Assessment

Assessment at Dehesa is grounded in a commitment to use the most innovation techniques to compile information that helps us to generate greater success for student across grade levels. Dehesa uses both formative and summative assessment data to drive classroom instruction and student goal setting.

Data Management

Data Management is used as a means of securing optimal success for all students. For that reason, and in order for it to be used as a means for driving instruction, we believe that data must be easily accessible, openly shared, and strategically analyzed. Teaching staff work together weekly to collaborate and design instruction that seeks to enhance and individualize every students' educational program.

Interventions

At Dehesa, we seek to take data and translate it directly into the creation of appropriate interventions for all students. For this reason, Dehesa staff members have worked hard to put Response to Intervention (RTI) Programs in place to ensure that pupils are supported and able to reach grade level proficiency.

In addition to NEU's Six Exceptional Systems for success, Dehesa School prides itself offering low class sizes and innovation engagement opportunities for pupils, including 1:1 laptops for students in grades Kindergarten through eighth, and 1:1 iPads for Transitional Kindergarten and Early Admission Kindergarten students; monthly digital citizenship lessons; Lego engineering; coding using Scratch and Minecraft; and robotics for all students. Additionally, as a part of improving school culture, we utilize the Character Counts! program designed to develop the characteristics of responsibility, trustworthiness, citizenship, caring, fairness, and respect; monthly award assemblies; daily themed, all school Morning Meetings, including Friday school spirit assemblies; attendance incentives; after school enrichment classes, such as Kumeyaay language classes through our community partnership with the Sycuan Band of the Kumeyaay Nation's Cultural Center; archery and golf lessons for middle school students; and archery team as an extra-curricular activity for students in grades six through eight.

The Dehesa School District currently employs 34 facility members and has a student enrollment of 160. Of these 160 students, 13.1% are English Learners, 17.9% are Special Education and 51% are Socioeconomically Disadvantaged.

Dehesa's Mission Statement: Dehesa school provides a challenging curriculum in a supportive, family-oriented, country environment. It equips each student with the tools necessary to excel academically, socially, emotionally and culturally in a competitive world as a lifelong learner.

We believe in:

- safe, secure environments that foster confident and engaged learners.
- consistency and fairness that creates equality for all.
- respect, kindness, honesty, and integrity as a foundation for building trust, and friendship.
- striving to produce quality work with attention to detail that leads to success.
- challenging a child's mind to enable him/her to achieve their greatest potential.
- a genuinely caring staff who has the power to create opportunities for all children to learn.

Effective for the 2018-2019 school year Dehesa transitioned into a Computer Science Immersion Academy. All students beginning in pre kindergarten through 8th grade learn coding and computer science.

LEARN MORE

Enrollment

145

View More Information →

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Socioeconomically Disadvantaged

51%

LEARN MORE

English Learners

13.1%

LEARN MORE

Foster Youth

0%

LEARN MORE

Suspension Rate

All Students State



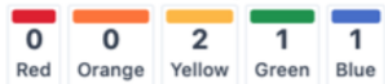
Green

1.7% suspended at least once

Declined 1.6% ↻

EQUITY REPORT

Number of Student Groups in Each Color



LEARN MORE

Chronic Absenteeism

All Students State



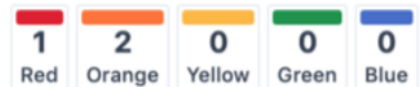
Orange

17.4% chronically absent

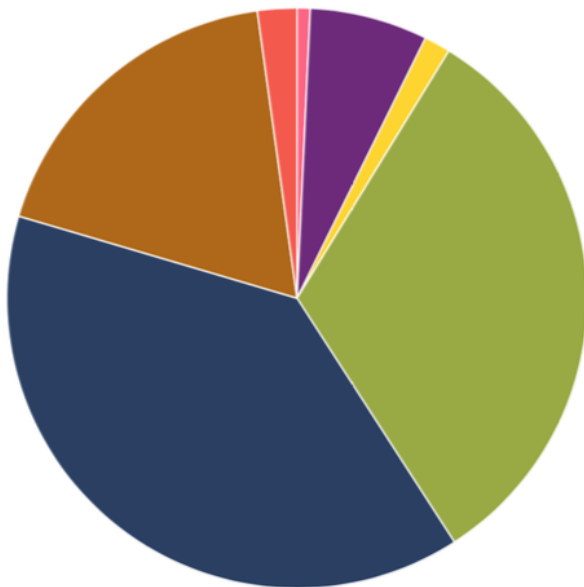
Increased 6.5% ↻

EQUITY REPORT

Number of Student Groups in Each Color



Enrollment by Ethnicity



Enrollment by Ethnicity Chart Data

Ethnicity	Enrollment	Percent
African American	1	0.7%
American Indian or Alaska Native	9	6.6%
Filipino	2	1.5%
Hispanic or Latino	44	32.1%
White	53	38.7%
Two or More Races	25	18.2%
Not Reported	3	2.2%
Total	137	100.0%

LCAP Highlights

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

Dehesa School District's overall focus, as detailed in the Local Control and Accountability Plan (LCAP), is a multifaceted plan which includes a strategic focus on building capacity for certificated and classified staff members, and increasing the academic and social achievement for all students through the implementation of six foundational goals. They are:

Goal 1: Provide professional development to staff and parents to support/improve student achievement.

Goal 2: Provide curriculum to support Common Core State Standards and National Standards.

Goal 3: Utilize support staff and differentiated instruction strategies/materials to support/improve student achievement.

Goal 4: Administer assessments to collect and analyze data to support/improve students achievement.

Goal 5: Provide technology and related services to support/improve student achievement.

Goal 6: Maintain and improve school climate to support student engagement and student achievement.

In support of these goals and to ensure the continued growth of staff and students, the District seeks to provide the most up to date, innovative, and rigorous Common Core State Standards/National Standards aligned curriculum available; provide staff with relevant professional development opportunities throughout the year in order to help encourage growth; increase professional expertise/capacity; utilize multi-tiered systems of support for students to support social emotional and academic success; solicit stakeholder input from parents, staff, students and the community to ensure a well rounded educational program for pupils; provide technology to support rigorous standards excellence and 21st Century learning; improve attendance and student engagement while promoting the philosophies of college and career readiness as outlined in our partnership with No Excuses University.

Additionally, Dehesa School District believes in the providing equitable access to quality instruction, technology, and highly qualified teachers in order to ensure that all students receive a well rounded educational experience that specifically targets individual needs of the pupils we serve. Dehesa encourages and values stakeholder input to guide decision-making, and firmly believes that by working together all things are possible.

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

Dashboard Highlights--California Assessment for Student Performance and Progress (CAASPP)

Upon evaluating desegregated CAASPP data within grade level cohorts, the District is proud to highlight the most significant growth in student achievement from 2017 to 2018 in English language arts (ELA) and mathematics below. The students cohorts include specific pupils moving from one grade to the next. The District examined each grade level cohort's achievement over time as illustrated by CAASPP data. The highlights include:

- an overall increase of 46.67% in language arts goals met for students grade 7 as compared to the previous year's data;
- an overall increase of 50% in mathematics goals met students grade 4 as compared to the previous year's data;
- an overall increase of 9.52% in mathematics goals met students in grade 5 as compared to the previous year's data;
- an increase by 6.33% in overall goals met for students in grades 3-8 as compared to the previous year's data.

It is important to note that that data cited above encompasses the achievement of unduplicated student and students with disabilities (SWD).

The District's suspension rate decreased by 1.6% from 2016-2017 to 2017-2018 according to the California Dashboard. This decrease can be attributed to the focus on improving student behavior and utilizing restorative practices, student accountability, and the implementation of alternative discipline strategies including contracts, PBIS, and parent involvement. Staff development trainings in the areas of behavior management strategies, relationship building, and use of the California Healthy Kids Survey (CHKS) and parent feedback to assess specific needs also contributed to the decrease in the number of behavior incidents warranting suspension.

According to CAASPP data, English language learner achievement increased by 20.1 points in ELA, and 15.3 points in math from 2016-2017 to 2017-2018 school year. Additionally, English learner progress data reflects 17.6% and 35.3% of students are scoring Level 4-Well Developed and Level 3-Moderately Developed respectively as measured by the English Language Proficiency Assessment for California (ELPAC).

Therefore, to continue this upward trend, the District is committed to continuing to institute the actions and services as detailed in Goals 1-6 of our Local Control and Accountability Plan (LCAP) to provide meaningful professional development for certificated and classified staff members, to provide curriculum that supports the Common Core State Standards and National Standards, utilizing student achievement assessment tools to analyze student data, provide technology that supports learning outcomes, and maintain/improve school climate in order to provide a supportive learning environment for students.

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

Due to Dehesa's small size and limited number of students to assess, data tends to be volatile and does not always provide an accurate accounting of needs.

Student overall achievement data in the areas of English language arts (ELA) and mathematics are listed as orange illustrating an area of focus for the District. In the area of ELA, our goal is to increase performance by 38 points over the next three years in order to meet the state target. This is an annual goal of 13 points improvement per year. In the area of mathematics, our goal is to increase performance by 38 points over the next three years in order to meet the state target. This is an annual goal of 13 points improvement per year. In the area of Chronic Absenteeism, the data reflects an increase of 6.5% in the number of students chronically absent totaling 17.4%. Within the District's sub groups for Chronic Absenteeism, our socioeconomically disadvantaged and white populations reflect orange, and our hispanic population reflects red indicating an area of need for the upcoming school year.

Goals and Actions

To Support District wide improvement in ELA and Mathematics:

Goal 1 (A-E) - Actions and Service: Increase/continue professional development (PD) opportunities for teachers/instructional aides/staff, analyze parent survey data to provide parent education opportunities as needed and interest arises, recruit and retain 100% fully credentialed, highly qualified teachers.

Goal 2 (A-C, E) - Actions and Services: Provide collaboration time throughout the year for certificated and classified staff to discuss/plan Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) instruction, purchase supplemental curriculum/materials, including computer science immersion program.

Goal 3 (A, E-F) - Actions and Services: Provide time for certificated staff to utilize/analyze NWEA/MAP and English Language Proficiency Assessment for California (ELPAC) data to determine progress toward grade level proficiency.

Goal 4 (A-B) - Actions and Services: Utilize assessment programs (MAP, Accelerated Reader (AR), or equivalent) to drive instruction and determine Response to Intervention (RTI) support.

Goal 5 (A, C) - Actions and Services: Provide computer lab access before and after school for students/family/community members, as well as ensure that network infrastructure and equipment are maintained for student use during instructional hours.

To Support District wide improvement in Chronic Absenteeism:

Goal 3 (A, E-F) - Actions and Services: Provide a .2 hour therapist.

Goal 6 (A-G) - Analyze stakeholder feedback using California Healthy Kids Survey (CHKS), parent and staff surveys and administer routine maintenance/inspections so that the District may provide regular bus service to and from school, and continue to provide incentives/awards/rewards for attendance, academic, and character success.

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

A review of the California Dashboard reveals that we have no student groups performing two or more levels below all students.

As indicated on the California Dashboard, students in English language arts (ELA) and mathematics continue to struggle demonstrating a performance level of orange in both categories overall. The Dashboard also indicates that Dehesa School District is at a performance level of orange for overall Chronic Absenteeism with a performance level of orange for socioeconomically disadvantaged and white students, and red for hispanic students. Specifically, on the 2018 ELA CAASPP, our students scored an average of 37.7 points below level 3 (standard met), which was a 8.4 point decrease from 2017. This negative change in reading performance was also reflected in SED subgroup, indicating a decrease by 18 points overall. Likewise, the 2018 math CAASPP results showed that our students scored an average of 38.3 points below level 3 (standard met), which was indicates that students overall maintained scores from 2017. Subgroups had varying results: SED maintained growth, and white students declining by 8 points.

The English learner progress indicator shows an increase in overall achievement of 20.1 points in ELA, and 15.3 points in mathematics. By comparison, English only students are maintaining achievement in mathematics, and show a decrease in ELA of 11.4 points.

The Chronic Absenteeism indicator shows an overall 17.4% increase in the number of students classified as chronically absent. This is an increase of 6.5% from 2017. Dashboard performance level red shows that 25% of Hispanic students are chronically absent. This is an increase of 9.9% from 2017. SED and white student subgroups show orange with an increase of 18.3% and 17.7% respectively. This is an increase of 8.5% (SED) and 5.9% (white) from 2017.

Planned actions to increase student achievement and decrease chronic absenteeism include:

1. Continued support for teachers and strategies for supporting all sub groups.
2. Continued Response to Intervention (RTI) support for English language learners (ELL), Student with disabilities (SWD), Socio-economically disadvantaged (SED) and Hispanic in both ELA and Math.
3. Continued collaboration with San Diego County Office of Education (SDCOE).
4. District commitment to continuous improvement that is inherent to the Professional Learning Community (PLC) process.
5. District commitment to and focus on building the individual and collective capacity of staff.
6. Continue using the supplemental online learning resources to help monitor and support personalized learning of all students.
7. Continue using online assessment tools (NWEA/MAP, Accelerated Reader) to analyze student progress towards grade level expectations.
8. Utilize Student Goal Binders to encourage students to set personal achievement goals and monitor their success in ELA, math, and attendance.
9. Utilize school social worker to monitor attendance, provide incentives for attendance and provide outreach to families of chronically absent students.

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.

Dehesa Elementary is not identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act.

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.

Dehesa Elementary is not identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act.

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.

Dehesa Elementary is not identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act.

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

Provide professional development to staff and parents to support/improve student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

NEU Annual/National Convention

18-19

Minimum of 1 staff member & 1 administrator

Baseline

Minimum of 1 staff member & 1 administrator

The principal and lead teacher attended the No Excuses University (NEU) National Convention in October 2018 in Las Vegas, NV to continue to build upon our culture of college and career readiness for all students.

Metric/Indicator

NEU Leadership Conferences

18-19

Minimum of 1 staff member & 1 administrator

Baseline

Minimum of 1 staff member & 1 administrator

The principal and lead teacher attended the No Excuses University (NEU) Annual Convention in July 2018 in Palm Springs, CA, and three teachers attended the NEU 2 day institute in San Diego, CA to continue to build upon our culture of college and career readiness for all students.

Metric/Indicator

Parent Survey/Parent Ed

18-19

100% of surveys analyzed

100% of parent surveys received were analyzed in order to offer families to provide input on decisions made for the school/district. Parent stakeholder groups (School Site Council) were also encouraged to provide input to administration regarding the parent education and LCAP.

Expected

100% of parents are encouraged to provide input in making decisions for the school/district as demonstrated by input gathered on surveys and incorporated into the LCAP revision process.

Baseline

100% of surveys analyzed

Metric/Indicator

Promote Parent Involvement for all parents including parents of unduplicated students and students with exceptional needs

18-19

100% of parents receive surveys/outreach notifications/website

Baseline

100% of parents receive surveys/outreach notifications/website

Metric/Indicator

Teacher PD Survey

18-19

100% of surveys analyzed

Baseline

100% of surveys analyzed

Metric/Indicator

Credentialed Staff

18-19

100% fully credentialed and highly qualified

Baseline

100% fully credentialed and highly qualified

Actual

100% of parents/guardians receive information regarding opportunities for parent involvement through surveys/outreach notifications/website announcements.

100% of teachers professional development (PD) surveys are analyzed in order to ensure that meaningful PD opportunities are provided to teachers for the purpose of enhancing the educational program.

100% of all certificated staff are fully credentialed and highly qualified.

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

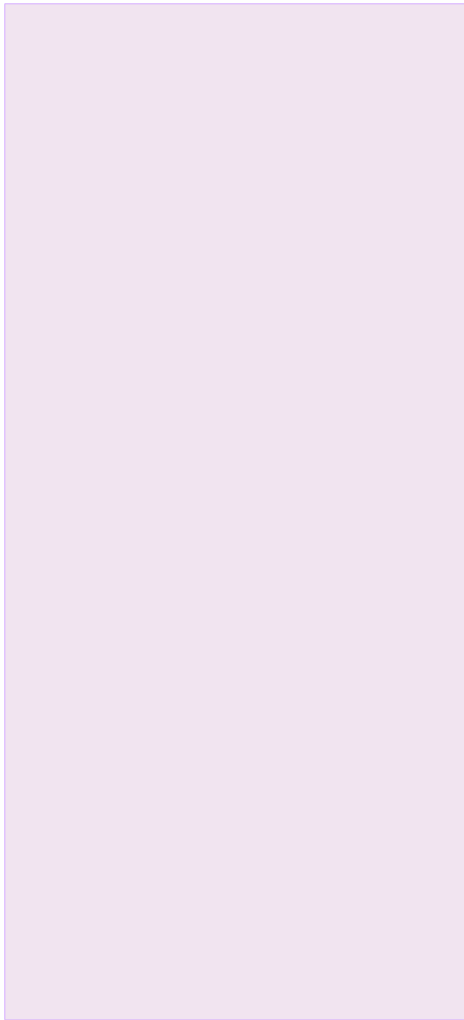
Budgeted
Expenditures

Estimated Actual
Expenditures

- Increase PD opportunities for certificated and classified staff to include computer science integration for teachers.
- Provide training opportunities for maintenance and operations.

- Administration, staff members attended the SDCOE Equity Conference.
- Principal and intervention teacher attended the Initial and Summative ELPAC training sessions.
- Middle school math teachers attended College Prep Mathematics (CPM) workshop trainings.
- Transportation staff participated in mandatory trainings to maintain certification.
- Teachers participated in yearlong book study; Conscious Classroom Management by Rick Smith and Grace Dearborn.
- All teachers grades Early Admission Kindergarten (EAK) through 8 received writing training in either the Learning Headquarters Writing or Writing By Design program.
- Teachers and support staff participated in behavior management training.
- On site computer science technology support coach provided for teachers EAK-8 grade.
- Instructional assistants, bus drivers, and school

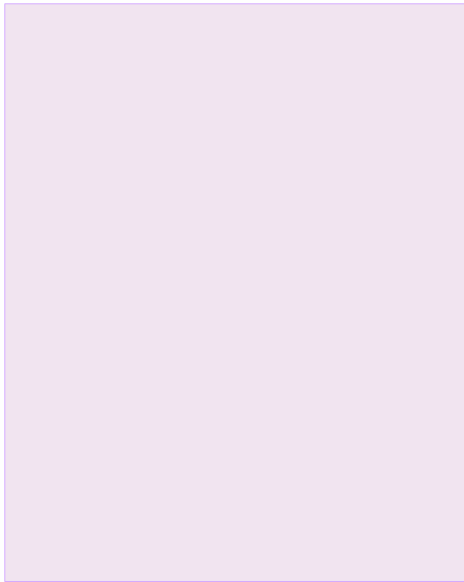
2000-2999: Classified Personnel Salaries LCFF \$4,172.00	2000-2999: Classified Personnel Salaries Other 1263.00
	2000-2999: Classified Personnel Salaries Other 993.00
	1000-1999: Certificated Personnel Salaries LCFF 11500.00
	1000-1999: Certificated Personnel Salaries LCFF 4076.00
	4000-4999: Books And Supplies LCFF 959
	4000-4999: Books And Supplies Supplemental and Concentration 1392
	5000-5999: Services And Other Operating Expenditures Federal Funds 4575.00
	1000-1999: Certificated Personnel Salaries Federal Funds 16460.00
	5000-5999: Services And Other Operating Expenditures LCFF 100000.00
	5000-5999: Services And Other Operating Expenditures Federal Funds 4575.00



- counselor participated in Crisis Prevention Institute (CPI) training.
- Instructional Assistants completed online paraprofessionals coursework through the Master Teacher program.
- Administration and technology lead teacher attended Code to the Future Conference.
- Administration and certificated teachers (4) attended No Excuses University conferences, conventions, and/or institutes.
- Two teachers participated in a one-day SRA Reading Intervention Program training through McGraw-Hill for the purpose of supporting struggling students, including unduplicated and student with disabilities in reading.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> · Increase PD opportunities for paraprofessionals (DW). · Provide training to support physical education. · Continue bus driver PD as required by law. 	<ul style="list-style-type: none"> • Professional development (PD) opportunities were offered District wide to paraprofessionals via The Master Teacher online course. 	<p>2000-2999: Classified Personnel Salaries LCFF \$1,427.00</p> <p>5000: Travel & Conference LCFF \$779.00</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration 1263.00</p> <p>4000-4999: Books And Supplies Supplemental and Concentration 478.00</p>



- Paraprofessionals and support staff also participated in Crisis Prevention Institute (CPI) training to support students in crisis.
- Bus drivers participated in all required PD opportunities as required by law.
- Paraprofessionals attended a conference hosted by the California School Employees Association (CSEA) for additional training.

Action 3



2000-2999: Classified Personnel Salaries Supplemental and Concentration \$2,731.00



5000: Travel & Conference LCFF \$1,058.00



Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

After receiving staff feedback and analyzing student performance data, it was determined that further professional development was needed in the areas of writing instruction and behavior management. Teachers participated in a school wide book study using, "Conscious Classroom Management" by Rick Smith and Grace Dearborn to improve culture and climate throughout the campus. In grade level teams, teachers also participated in book studies using, "What Do You Stand For? For Teens: A Guide to Building Character" and "What Do You Stand For? For Kids: A Guide to Building Character" by Barbara A. Lewis, in order to build teacher and student capacity around character education. An intervention teacher and a credentialed on-site roaming teacher were hired to provide Response to Intervention (RTI) support in English language arts (ELA) and mathematics to unduplicated and struggling students. Teachers received group and 1:1 support from a trained Code to the Future computer science technology coach 1-2 times

per week through the school year. Instructional assistants were also provided a yearlong subscription to The Master Teacher website, and completed numerous courses geared toward building a strong knowledge base to be utilized inside and outside of the classroom. Transportation staff participated in mandatory training sessions for the purposes of maintaining current credentials per law. Paraprofessionals attended a conference hosted by California School Employees Association for additional training.

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

As reflected on the California Dashboard, school climate and student suspension rates have declined by 1.6%, and instances of student discipline referrals overall has declined. By focusing on building capacity in teachers/support staff/students in the area of character education, the District has been able to lessen the number of serious behavioral incidents to create a more positive school climate. This learning has also led to a school wide movement of behavioral accountability. Teacher education trainings have also contributed positively to school culture. Through the implementation of character education lessons, Student Data Binders for goal setting, and a shared efficacy, students in grades EAK through eighth grade have taken responsibility for their education and the educational climate. The addition of an intervention teacher to support teachers and students through NWEA/MAP and Accelerated Reader (AR) data analysis and push-in/pull-out math support, as well as the hiring of an additional credentialed roaming teacher to provide RTI reading support allowed teachers to strategically lesson plan for individual students and small groups targeting specific skills need to achieve mastery. Group and 1:1 support from an on-site Code to the Future computer science technology coach 1-2 times per week through the school year contributed to the increased capacity and confidence of teachers in the areas of Scratch, HTML, robotics, Minecraft, computer science and coding instruction. The principal, lead teacher, and three teachers attended No Excuses University leadership conferences in Palm Springs, CA and San Diego, CA as well as the National Convention in Las Vegas, NV to build capacity and for the purposes of continuing our work around supporting college and career readiness for all students. School administration, including the superintendent and the principal, along with the teacher leaders also attended Code to the Future computer science conferences in order to improve/advance the computer science technology program at Dehesa School.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The purchase of McGraw-Hill SRA Reading remediation program and the Master Teacher online paraprofessionals courses were an added expense that contributed to the difference between the budgeted expenditures and the 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.

The purchase of McGraw-Hill SRA Reading remediation program and the Master Teacher online paraprofessionals courses account for the changes made to this goal, expected outcomes, metrics, or actions and services. Those changes can be seen in Goal 1, Actions 1 and 2.

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

Provide curriculum to support CCSS and National Standards.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator
Teacher Collaboration

18-19
20 hours per year

Baseline
20 hours per year

Teachers were provided 20+ hours of team collaboration time throughout the 2018-2019 school year.

Metric/Indicator
Team Collaboration (NGSS/CCSS)

18-19
30 minutes a week

Baseline
30 minutes a week

Teachers were provided 20+ hours of team collaboration time around Next Generation Science Standards (NGSS) and Common Core State Standards (CCSS) throughout the 2018-2019 school year.

Metric/Indicator
Classified Collaboration

18-19
10 hours per year

Baseline

Classified staff were provided approximately one hour per week of collaboration time with the principal.

Expected

10 hours per year

Metric/Indicator

Every student in the District has sufficient Access to Standards Aligned Instructional Materials

18-19

Board Resolution 100% of students have access

Baseline

Board Resolution 100% of students have access

Actual

As verified through our Williams Visit results, 100% of students in the district was provided sufficient access to standards aligned instructional materials.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide a minimum of 20 hours teacher team collaboration time per year.	<ul style="list-style-type: none"> Teachers were provided 30 minutes/2-3 times per month to collaborate with grade level teammates. Teachers were provided approximately 1.75 hours per week to collaborate with teachers campus wide. 	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,700.00	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5700 1000-1999: Certificated Personnel Salaries LCFF 35062

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase and implement new computer science immersion program district wide to enhance the current board adopted curriculum (Year 1).	<ul style="list-style-type: none"> Purchased new 1:1 laptops were purchased district wide to support the implementation of the new Code to the Future, 	4000-4999: Books And Supplies LCFF \$76,100.00 5800: Professional/Consulting Services And Operating	4000-4999: Books And Supplies LCFF 48052.00 1000-1999: Certificated Personnel Salaries LCFF 25747.00

	<p>computer science immersion program.</p> <ul style="list-style-type: none"> • EV3 Mindstorm robotics kits were purchased for grades 4-6 to support Code to the Future, computer science immersion program. • Lego kits were purchased for grades 4-6 to support Code to the Future, computer science immersion program. • Teacher training time was provided to teachers to support Code to the Future, computer science immersion program. 	<p>Expenditures Supplemental and Concentration \$25,000.00</p>	
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Teachers will continue to collaborate weekly to discuss the transition to CCSS and NGSS.</p> <p>Purchase interim/supplemental curriculum/materials</p>	<ul style="list-style-type: none"> • Teachers were provided 30 minutes/2-3 times per month to collaborate with grade level teammates. • Teachers were provided approximately 1.75 hours per week to collaborate with teachers campus wide. • Online interim/supplemental materials were purchased to support Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) 	<p>4000-4999: Books And Supplies Supplemental and Concentration \$630.00</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 46428.00</p> <p>1000-1999: Certificated Personnel Salaries LCFF 1097.00</p> <p>5000-5999: Services And Other Operating Expenditures LCFF 24062.00</p>

standards, including Freckle and Rozzy Science.

- Teachers grades Early Admission Kindergarten (EAK) through 8 were provided writing instruction training by Learning Headquarters Writing or Writing By Design.
- Lead middle school science teacher previewed NGSS aligned science curriculum at the San Diego County Office of Education (SDCOE).
- Lead middle school science teacher chaired the science curriculum selection committee for the purpose of choosing science curriculum to adopt for the 2019-2020 school year.
- Teachers (grades 5 and 8) attended sexual health education training through the SDCOE. Educational materials/curriculum was adopted.
- Two teachers attended the McGraw-Hill SRA (reading remediation program). Educational materials were purchased to support the program.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Instructional aides/paraprofessionals will meet/collaborate a minimum of 10 hours per year · Continue to fund physical education program at Sycuan, including transportation (including PE aide time).	<ul style="list-style-type: none"> • Instructional aides met to collaborate for 1 hour once a week throughout the school year. • The District continued to fund the physical education(PE) program at Sycuan, including transportation and instructional assistant time. 	2000-2999: Classified Personnel Salaries LCFF \$9,965.00 4000-4999: Books And Supplies LCFF \$6,230.00 2000-2999: Classified Personnel Salaries LCFF \$2,935.00	2000-2999: Classified Personnel Salaries LCFF 2526.00 4000-4999: Books And Supplies Federal Funds 7540.00 2000-2999: Classified Personnel Salaries Federal Funds 1049.00

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide reading aide.	<ul style="list-style-type: none"> • Classes (5) with students in need were provided approximately one hour of in-class instructional assistant support. • A credentialed reading Response to Intervention (RTI) teacher was provided to offer push in/pull out support. 	2000-2999: Classified Personnel Salaries Supplemental and Concentration \$4,778.00	2000-2999: Classified Personnel Salaries Supplemental and Concentration 7468.00 1000-1999: Certificated Personnel Salaries Federal Funds 16188.00

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

In order to support the overall implementation of educational program designed to positively impact student achievement, teachers were provide ample training and collaboration opportunities throughout the year. Depending upon grade level, teachers were sent to professional development sessions in writing, sexual health education, reading remediation, and Next Generation Science Standards

(NGSS) aligned curriculum selection for the purposes of enhancing the educational programs throughout the District/site. Teachers also participated in Code to the Future, computer science immersion training sessions, as well as 1:1 classroom implementation coaching 1-2 times per week. Intervention and roaming reading RTI teacher provided services to teachers and students in the form of data analysis, strategic planning support, math and reading intervention/support (push in/pull out), and professional development on online assessment tools, such as NWEA/MAP and Accelerated Reader (AR). Instructional assistants were utilized in classes requiring additional support for students, including during physical education. Transportation was provided to students bi-weekly to support/enhance the physical education program in partnership with the Sycuan Band of the Kumeyaay Nation.

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

By focusing on NWEA/MAP and Accelerated Reader (AR) data to strategically plan instruction, the District was able to assess the areas of strengths and needs within our educational program. Teachers were able to collaborate using NWEA/MAP data collected 3-4 times during the school year, and AR data taken monthly. As a result, the District was able to see net gains school wide of 2941 points. When desegregated by strand, overall mathematics achievement is reflected in net gains of 934 points. Reading achievement yielded 817 points overall. Language achievement saw 487 point growth overall. Although implemented for the first time 2018-2019, overall science MAP scores increased by 252 points from fall 2018 to spring 2019. Furthermore, through the skills gained by teachers through professional development opportunities and collaboration with grade level teammates, staff, and the intervention teacher, classroom teacher have learned how to navigate online resource supports through NWEA/MAP and AR in order to strategically plan for student success.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The addition of a credentialed roaming teacher to support students in reading was an added expense that contributed to the difference between the budgeted expenditures and the 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.

The continued addition of a credentialed roaming teacher to support students in reading will be an added expense contributing to the difference between the budgeted expenditures and the estimated actual expenditures as detailed in Goal 2, Action 5.

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

Utilize support staff and differentiated instruction strategies/materials to support/improve student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: 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

Metric/Indicator

PLT for Students

18-19

2 hours a week

The District will utilize both local measures (MAP testing data) and ELPAC baseline data to reclassify eligible students.

Baseline

2 hours a week

Metric/Indicator

EL Proficiency

18-19

12% increase

NWEA MAP will be utilized to determine English Learner student progress toward language proficiency.

Actual

Middle school students participated in Personal Learning Time (PLT) for 20 minutes 4 days per week for a total of 80 minutes.

The District utilized NWEA/MAP to determine English language proficiency. 2019 Trimester 3 data showed that 30.43% of English language students scored at (3) or above (4) grade level expectations in reading.

Expected

Actual

<p>Baseline Maintain</p>	
<p>Metric/Indicator EL Reclassification</p> <p>18-19 6% increase</p> <p>percentage of English Learner students being reclassified as students.</p> <p>Baseline Maintain</p>	<p>The District did not have any English language learner students reclassified as determined by the English Language Proficiency Assessment for California (ELPAC).</p>
<p>Metric/Indicator Licensed Therapist</p> <p>18-19 0.2 Therapist</p> <p>Baseline 0.2 Therapist</p>	<p>The District employed a .2 licensed therapist.</p>
<p>Metric/Indicator Implementation of State Standards</p> <p>18-19 Maintain</p> <p>Baseline Maintain</p>	<p>The District supported the implementation of Common Core State Standards (CCSS) through professional development trainings and CCSS aligned curriculum.</p>
<p>Metric/Indicator All students have a broad course of study including unduplicated students and students with specific needs</p> <p>18-19 93% of students show progress/growth on report cards</p> <p>Including English Learner students.</p> <p>Maintain or increase the percentage of students being designated as in the Healthy range on the CA Physical Fitness Assessment.</p> <p>Baseline 90% of students show progress/growth on report cards</p>	<p>100% of students received a broad course of study, including unduplicated students and students with disabilities with 80% of students demonstrating growth over time as measured by progress over three trimesters on report cards.</p>

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
<ul style="list-style-type: none"> • Provide RTI Pull-out, push-in, and small groups with paraprofessionals. • Provide after school academic/enrichment programs. • PLT (Personalized Learning Time) a minimum of 2x a week for seventh and eighth grade students. 	<ul style="list-style-type: none"> • A credentialed intervention teacher provided Response to Intervention (RTI) math pull-out/push-in, and small group support. • A credentialed teacher provided RTI English language arts (ELA) pull-out/push-in, and small group support. • Two credentialed teachers provided after school academic enrichment (tutoring) for 1 hour per week for 35 weeks during the school year for students in grades kindergarten through eighth. • Middle school students in grades 6-8 participated in 80 minutes per week of personal learning time (PLT). 	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,659.00</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$5,787.00</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1659.</p> <p>1000-1999: Certificated Personnel Salaries Federal Funds 39848.00</p> <p>1000-1999: Certificated Personnel Salaries LCFF 35739</p>

Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Students will have access and support for CCSS aligned instructional materials, adopted curriculum, and technology.

-100% of students had Common Core State Standards aligned access and support to/with adopted curriculum, materials, and technology.

1000-1999: Certificated Personnel Salaries LCFF \$1,221.00
2000-2999: Classified Personnel Salaries LCFF \$4,261.00

5000-5999: Services And Other Operating Expenditures LCFF 100,525.00

Action 3

Planned Actions/Services

- Provide learning supports including interventions, differentiated instruction, and other effective teaching strategies (DW)
- Provide afternoon tutoring 1x/week.

Actual Actions/Services

- Students were provided learning supports, including Response to Intervention (RTI), differentiated instruction, online supplemental learning programs District wide.
- The District purchased McGraw-Hill SRA Reading (reading remediation program) for intervention and support of unduplicated and students with disabilities.
- Two certificated teachers provided after school tutoring 1x/week throughout the school year (35 weeks total).

Budgeted Expenditures

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$2,040.00
5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$1,450.00

Estimated Actual Expenditures

2000-2999: Classified Personnel Salaries Supplemental and Concentration 3817.00
1000-1999: Certificated Personnel Salaries Federal Funds 2450.00

Action 4

Planned Actions/Services

- Provide ELL support and materials.
- Continue to provide to ELL support by a credentialed teacher,

Actual Actions/Services

- Students were provided ELL supportive materials, including subscriptions to Rosetta

Budgeted Expenditures

4000-4999: Books And Supplies Federal Funds \$1,552.00

Estimated Actual Expenditures

5000-5999: Services And Other Operating Expenditures LCFF 7694.00

including monitoring student language proficiency to align support.

- Recognition of redesignation and achievement (ELL).

Stone and Dual Lingo online.

- Students were provided ELL support by a credentialed teacher, including assessment monitoring to ensure progress towards English language proficiency goals.
- Students were monitored for English language achievement and recognized for redesignation.

5000-5999: Services And Other Operating Expenditures Federal Funds 750.00

1000-1999: Certificated Personnel Salaries Federal Funds 450.00

Action 5

Planned Actions/Services

Continue outreach efforts to low income families.

Actual Actions/Services

-The District continued efforts to reach out to low income families through volunteer opportunities, Parent University education nights, and on site committees, such as School Site Council (SSC).

Budgeted Expenditures

4000-4999: Books And Supplies Supplemental and Concentration \$1,000.00

Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1262.00

1000-1999: Certificated Personnel Salaries Federal Funds 216.00

2000-2999: Classified Personnel Salaries Supplemental and Concentration 146.00

Action 6

Planned Actions/Services

Study Skills 1 day a week (6-8)

Actual Actions/Services

Study skills enrichment class provided to students in grades 6-8 for 6 weeks.

Budgeted Expenditures

5800: Professional/Consulting Services And Operating Expenditures Special Education \$16,200.00

Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries Supplemental and Concentration 195.00

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

A well balanced curriculum with additional supplemental support materials and Response to Intervention (RTI) support provided a broad course fo study that supported student academic achievement in English language arts (ELA), writing, mathematics, social studies, science, and computer science technology was provided to students in Early Admission Kindergarten (EAK) through eighth grade. Instructional aides were provided to classes five days per week to support students' academic progress. An intervention teacher was provided to assist in analyzing NWEA/MAP data, offer support for strategic lesson planning for teachers, and to instruct students in need of remedial instruction to kindergarten through fifth grade students in the area of mathematics. A credentialed teacher was provided to students in kindergarten through fifth grade for RTI support in the area of ELA. Two credentialed teachers offered tutoring for primary and middle school students 1 time per week for 35 weeks. The District also purchased McGraw-Hill SRA Reading (reading remediation program) for intervention and support of unduplicated and students with disabilities.

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

Response to Intervention (RTI) support in both mathematics and English language arts (ELA) was deemed effective as measured by parent, student, and teacher feedback. Stakeholders offered positive comments regarding the level of supports offered to struggling students, both within the school day and during after school tutoring. English language learners were provided additional support services and, as reported by teachers and assessed by Accelerated Reader (AR), NWEA/MAP, and California Assessment of Student Performance and Progress (CAASPP) data showed progress towards proficiency as a result. The District is eager to see English language learner (ELL) progress from the 2018 to 2019 English Language Proficiency Assessment for California (ELPAC).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material difference between the budgeted expenditures and the estimated actual expenditures include the additional cost of an intervention teacher, a credentialed English language arts (ELA) Response to intervention (RTI) support teacher, and supplemental online support tools, such as Rosetta Stone subscriptions for English language learner (ELL) students and Freckle subscriptions for 100% of students school wide that included ELA, math, science and social studies instruction/reinforcement. The District also purchased McGraw-Hill SRA Reading (reading remediation program) for intervention and support of unduplicated and students with disabilities.

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.

Changes to the actions and services in support of improving the achievement for students can be found in the Actual Actions/Services section of the Actions/Services for Actions 3 and 4. Specifically, this includes the purchase of McGraw-Hill SRA Reading (reading remediation program) for intervention and support of unduplicated and students with disabilities (Goal 3, Action 3), the purchase of Rosetta Stone online student curriculum, a designated credentialed teacher to support English language learners, and an intervention

teacher hired to offer intervention and analyze NWEA/MAP and California Assessment of Student Performance and Progress (CAASPP) data (Goal 3, Action 4).

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 4

Administer assessments to collect and analyze data to support/improve student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

CAASPP Growth ELA

18-19

Increase by 5 points (working towards level 3)

Baseline

Proficiency (41%)

Metric/Indicator

CAASPP Growth Math

18-19

Increase by 14 points (working towards level 3)

Baseline

Proficiency (26%)

Metric/Indicator

MAP Growth ELA

18-19

Increase to 53%

Actual

As measured on the CAASPP, growth in ELA can be seen in students from grades 6 to 7 with an increase of 46% with a proficiency rate of 40%.

As measured on the CAASPP, growth in mathematics can be seen in students from grades 3 to 4 with an increase of 50% with a proficiency rate of 62%. Growth in mathematics can be seen in students from grades 4 to 5 with an increase of 9% with a proficiency rate of 75%. Overall mathematics proficiency in students in grades 3 through 8 increased by 6%.

Overall growth in English/language arts as measured by 2018-2019 Trimester 3 NWEA/MAP data shows a 4% increase from 2017-2018 school year with 45% of students meeting proficiency standards.

Expected

Actual

<p>Baseline Proficiency (41%)</p>	
<p>Metric/Indicator MAP Growth Math</p> <p>18-19 Increase to 58%</p> <p>Baseline Proficiency (46%)</p>	<p>Overall growth in mathematics as measured by 2018-2019 Trimester 3 NWEA/MAP data shows that students maintained (46%) proficiency levels.</p>
<p>Metric/Indicator Implementation of State Standards</p> <p>18-19 Maintain</p> <p>Baseline Maintain</p>	<p>The District has fully implemented Common Core State Standards across all grade levels in core subjects, including English/language arts (ELA), mathematics, social studies, computer science, and physical education. The District is in the process of selecting Next Generation Science Standards (NGSS) aligned curriculum to adopt for the 2019-2020 school year. In the interim, the District has purchased online supplemental material to aid teachers in implementing NGSS aligned units/lessons in an effort to ensure students in grades kindergarten through eighth have access to appropriate science curriculum.</p>
<p>Metric/Indicator Standard Implementation of CAASPP/SBAC for all learners including English Learners in ELA and Math per CAASPP/SBAC Reports</p> <p>18-19 CAASPP/SBAC Standard implementation to 100% of students</p> <p>Baseline CAASPP/SBAC Standard implementation to 100% of students</p>	<p>100% of students, including ELL students have standard implementation of CAASPP/SBAC in ELA and mathematics.</p>

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
<p>Continue MAP testing, using results to drive instruction and intervention (3x year). Continue Renaissance Learning/STAR (or</p>	<ul style="list-style-type: none"> Continued implementation of NWEA/MAP interim assessments three times per year. 	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$664.00</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration 410.00</p>

equivalent) reading/math program and testing.

- Continued use of interim NWEA/MAP interim assessments to drive instruction for all students.
- Continued implementation of Renaissance Learning/AR/STAR interim assessments monthly/bi-monthly.
- Continued use of interim Renaissance Learning/AR/STAR interim assessments monthly/bi-monthly to drive instruction for all students.
- Hired an intervention teacher to analyze/assess NWEA/MAP data to support teachers and students.

5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$3,190.00

5000-5999: Services And Other Operating Expenditures LCFF 6928.00

1000-1999: Certificated Personnel Salaries Supplemental and Concentration 2643.00

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Ensure teachers are trained for CAASPP as test administrators. Ensure that staff/paraprofessionals as proctors and/or student support.</p>	<ul style="list-style-type: none"> • All teachers in grades 3-8 were trained in the administration of CAASPP testing. • All teachers in grades kindergarten through eighth were trained in the pedagogy designed to support success on CAASPP testing; specifically in regards to the strategic teaching of 	<p>2000-2999: Classified Personnel Salaries LCFF \$489.00</p>	<p>2000-2999: Classified Personnel Salaries LCFF 58.00</p>
		<p>5800: Professional/Consulting Services And Operating Expenditures LCFF \$2,349.00</p>	<p>1000-1999: Certificated Personnel Salaries LCFF 2174.00</p>

performance tasks for mathematics.

- All support staff/paraprofessionals were trained as proctors and student supporters for the administration of the CAASPP.

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.

District assessments in grades kindergarten through eighth are administered three times per year using NWEA/MAP in order to assess student progress towards grade level standards. Assessments monitoring student achievement in reading are measured using AR/STAR monthly or bi-monthly as determined by each teacher. The data is analyzed by administration, intervention teacher, and classroom teachers for student goal setting, to determine the need for RTI support, and for the purpose of strategic classroom lesson planning. Furthermore, the District has implemented professional development to support teachers in reading MAP and STAR reports, and has seen an increase in teacher capacity around individualized student goal setting, planning, and achievement. The District intends on continuing these programs in an effort to support teachers and student proficiency rates.

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

Although the progress as measured by CAASPP data indicates modest gains in ELA and mathematics achievement, it should be noted that in 2017-2018 the LEA adopted new kindergarten through fifth grade ELA curriculum by McGraw-Hill, and new sixth grade through eighth grade ELA curriculum by StudySync. Typically achievement rates are delayed when new curriculum is adopted. Therefore, the District is encouraged to see growth in grade seven's achievement in the first year of implementation. The District expects to see further increases in achievement across multiple grade levels as familiarity in the program increases.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material difference between Budgeted Expenditures and Estimated Actual Expenditures includes the hiring an intervention teacher to analyze/assess NWEA/MAP data to support teachers and students.

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.

Changes made to this goal, expected outcomes, metrics, or actions and services can be seen in Goal 4, Action 1 in the hiring an intervention teacher to analyze/assess NWEA/MAP data to support teachers and students.

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 5

Provide technology and related services to support/improve student achievement.

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 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Analyze/Monitor Tech Effectiveness

18-19

Review and Research Weekly

Baseline

Review and Research Weekly

Metric/Indicator

Analyze/Monitor Infrastructure

18-19

Review/Inspect 2 times a year

Baseline

Actual

District technology leader analyzed and monitored technology effectiveness weekly to ensure optimal usage and reliability.

District technology leader analyzed and monitored LEA's infrastructure to ensure optimal usage and reliability twice per year.

Expected

Actual

Review/Inspect 2 times a year

Metric/Indicator

Technology Inventory (student devices)

18-19

Inventory 2 times a year

Baseline

Inventory 2 times a year

District technology leader inventoried student devices twice during the year to ensure that each student had 1:1 access to technology.

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

Continue to provide staffing and equipment to support computer lab access before and after school for students/family/community.

Actual
Actions/Services

-Continued to provide staffing and equipment to support computer lab access before and after school for students/families/community members.

Budgeted
Expenditures

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$17,358.00

4000-4999: Books And Supplies Supplemental and Concentration \$45,000.00

Estimated Actual
Expenditures

2000-2999: Classified Personnel Salaries Supplemental and Concentration 5683.00

Action 2

Planned
Actions/Services

- Maintain/increase support for media/technology services including maintenance.
- Continue to fund a technology reserve to provide sufficient funding for replacement of teacher devices, student devices, and

Actual
Actions/Services

- Maintained and/or increased support for media/technology services, including maintenance.
- Continued to fund technology reserve to provide sufficient funding for replacement of teacher/student devices,

Budgeted
Expenditures

2000-2999: Classified Personnel Salaries LCFF \$12,778.00

4000-4999: Books And Supplies LCFF \$1,696.00

Estimated Actual
Expenditures

2000-2999: Classified Personnel Salaries LCFF 36045.00

5000-5999: Services And Other Operating Expenditures LCFF 50379.00

infrastructure equipment as they become obsolete.

- Improve network infrastructure as needed to include increased bandwidth, sufficient wireless access points, scalable and reliable equipment, and device and software management systems (DW.)

and infrastructure equipment as they become obsolete.

- Improve network infrastructure equipment as it becomes obsolete.
- Improve network infrastructure, including bandwidth sufficient wireless access points, scaleable and reliable equipment, and device software management systems District wide.- Purchased new 1:1 student and teacher devices to support computer science technology implementation.
- Purchased Lego building materials to support the computer science immersion curriculum in primary elementary grades.
- Purchased EV3 Mindstorm robotics kits to support the computer science immersion curriculum in upper elementary grades.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase technology apps, tools, and programs to support CCSS and student achievement as needed (DW)	Continued to purchase technology apps, tools, and programs to support CCSS and student	4000-4999: Books And Supplies LCFF \$1,484.00	4000-4999: Books And Supplies LCFF 48052.00

achievement as needed District wide.

5000-5999: Services And Other Operating Expenditures LCFF
1770.00

5000-5999: Services And Other Operating Expenditures LCFF
6000.00

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The District continues to support technology services upgrading devices, tools, infrastructure, and bandwidth as needed. The District Technology and Multimedia Technician continues to maintain all devices and ensure that they are working optimally. Certificated staff members continue to utilize the online supports provided by the District, including those that support the board adopted ELA and mathematics curriculum, as well as all supplemental online tools. Those supports include: Accelerated Reader, STAR reading assessments, NWEA/MAP assessments, Rosetta Stone to support ELLs, Rozzy Science, Gaggle, and Freckle Learning.

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

100% of students had access to online curriculum through McGraw-Hill and StudySync through the work of the District's Technology and Multimedia Technician. Digital Citizenship lessons were also taught to improve students' understanding of online safety, the importance of using the internet responsibly, monitoring one's digital footprint, and online behavior/codes of conduct.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences between the budgeted expenditures and the estimated actual expenditures consisted of the implementation of the District's transition to becoming a computer science immersion academy, and the need to replace existing 1:1 devices for students and teachers. This transition also encompassed the purchase of materials to support the Code to the Future curriculum, including Lego building materials, EV3 Mindstorm robotics kits, online subscriptions, and improvements to bandwidth and infrastructure.

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.

Changes made to this goal as it pertains to expected outcomes, metrics, or actions and services to achieve this goal can be found in the Actions 2 and 4, Actual Actions/Services. Specifically, the need to purchase materials to support computer science immersion curriculum. These included the additional cost of new 1:1 devices for teachers and students, EV3 Mindstorm robotics kits, Lego bricks/building materials, and online subscriptions necessary therein.

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 6

Maintain and improve school climate to support student engagement and student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Playground Program

18-19

Review/Consider Phase 2

Baseline

Complete Phase 1

Dehesa will no longer be implementing the Peaceful Playgrounds. The program has been replaced by PBIS/Restorative Practice/Character Education training for staff, teachers, and staff.

Metric/Indicator

Attendance Rate (Synergy Report)

18-19

Increase to 95.5%

Baseline

94.56% (2016-17)

Attendance rate, as measured by Synergy, reports that the annual attendance rate is 88.06%. This is a decrease in attendance by 6.5%.

Metric/Indicator

Chronic Absenteeism (Synergy Report)

18-19

Chronic Absenteeism rate, as measured by Synergy, reports 17.4% of students are chronically absent. This is an increase of 6.5%.

Expected

Decrease to 8%

Baseline

11% of students 18 or more absences (10%)

Metric/Indicator

Expulsion Rate

18-19

Maintain 0%

Baseline

0% (2016-17)

Metric/Indicator

Suspension Rate

18-19

Decrease to 6%

Baseline

8% (2016-17)

Metric/Indicator

Drop Out Rate

18-19

Maintain 0%

Baseline

0% (2016-17)

Metric/Indicator

Health Kids Survey

18-19

Analyze Data

Increase the percentage of students feeling safe on campus by 2% as measured by responses to the CHKS.

Baseline

Analyze Data

Metric/Indicator

Maintenance Projects

18-19

Actual

The District maintains 0% expulsion rate.

Suspension rate, as indicated on the Dashboard, reports 1.7% of students suspended at least once. This is a decline of 1.6% from the 2017-2018 school year.

The District maintains 0% drop-out rate.

Healthy Kids Survey was not administered this school year. Instead, 100% of school staff and parent surveys were administered and analyzed to assess feelings of engagement, safety, and security. A baseline for 2019-2020 to be determined.

Prioritized maintenance projects as called out on the yearly FIT report were completed. FIT report rating of Good or above was recorded for 2018-2019 school year.

Expected

Complete Minimum of 25%

Baseline

Based on FIT Report at Good or Above

Metric/Indicator

Facilities maintained in good repair

18-19

Based on FIT Report at Good or Above

Baseline

Based on FIT Report at Good or Above

Actual

Based on the 2018-2019 FIT Report, all school facilities scored Good or above.

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
<ul style="list-style-type: none"> Implement the next Phase of the NEU school murals with parent involvement Implement Peaceful Playgrounds (or equivalent) to increase safety and enjoyment of the playground facilities 	<ul style="list-style-type: none"> Implementation of No Excuses University (NEU) program, including All School Morning Meeting with daily themed morning messages supporting No Excuses University tenants. Character Education lessons for students in grades kindergarten through eighth as an alternative to Peaceful Playgrounds. Staff education/professional development trainings designed to support 	<p>4000-4999: Books And Supplies LCFF 500.00</p>	<p>4000-4999: Books And Supplies LCFF 661.00</p>
			<p>1000-1999: Certificated Personnel Salaries LCFF 50473.00</p>
			<p>2000-2999: Classified Personnel Salaries LCFF 2010.00</p>

students in character development, fair play, and conflict resolution as an alternative to Peaceful Playgrounds.

- Classified staff education/professional development Crisis Prevention Institute (CPI) training.
- classified staff weekly/bi-weekly education to build capacity using the Master Teacher online curriculum.
- Addition of a social worker intern to assist in character education, fair play, and conflict resolution as an alternative to Peaceful Playgrounds.
- Addition of a school counselor to assist in character education, fair play, and conflict resolution as an alternative to Peaceful Playgrounds.
- Teacher collaboration time 2-3 times per month using character education book, "What Do You Stand For? A Guide to Character Education in Kids and Teens" for the purpose of strategic lesson planning to support character development, fair play, and conflict resolution as an

alternative to Peaceful
Playgrounds.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide regular bus service to and from school (DW)	The District continued to provide regular bus service to and from school for students.	2000-2999: Classified Personnel Salaries Supplemental and Concentration \$17,533.00	2000-2999: Classified Personnel Salaries Supplemental and Concentration 33392
		4000-4999: Books And Supplies Supplemental and Concentration \$5,082.00	2000-2999: Classified Personnel Salaries LCFF 45586
			4000-4999: Books And Supplies Supplemental and Concentration 5082
			4000-4999: Books And Supplies LCFF 13536
			5000-5999: Services And Other Operating Expenditures LCFF 5739

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Perform bus service inspections and maintenance as needed and/or required by law (DW)	The District continued to perform regular bus services, inspections, and maintenance as required by law.	2000-2999: Classified Personnel Salaries LCFF \$12,906.00	5000-5999: Services And Other Operating Expenditures LCFF 15,094.00
		4000-4999: Books And Supplies LCFF \$3,742.00	

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Continue to provide incentives for attendance, academics, and character success (DW)

The District continued to provide incentives for attendance, academic achievement, academic improvement and character/behavioral success.

4000-4999: Books And Supplies LCFF \$1,000.00

4000-4999: Books And Supplies LCFF 686.00

Action 5

Planned Actions/Services

Purchase Gaggle: a student monitoring device for 6th-8th graders (DW)

Actual Actions/Services

The District continued annual subscription to Gaggle to monitor student devices for students in grades sixth through eighth.

Budgeted Expenditures

5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$530.00

Estimated Actual Expenditures

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1770.00

Action 6

Planned Actions/Services

Administer Healthy Kids Survey to students 3rd-8th

- Analyze Healthy Kids Survey to determine needed supports.

Actual Actions/Services

The District administered and analyzed staff and parents satisfaction surveys en lieu of the Healthy Kids Survey to assess staff/parents engagement, safety, and security.

Budgeted Expenditures

5800: Professional/Consulting Services And Operating Expenditures LCFF \$390.00

Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries LCFF 191.00

Action 7

Planned Actions/Services

Follow through on preventative maintenance schedule

- Continue to address needs in the 2017-18 FIT report .

Actual Actions/Services

The District continued to follow through on preventative maintenance to ensure Good or above ratings on the annual FIT Reports, including the repair/replacement of a structural beam on/near the multipurpose room, the repair/replacement of ramp leading to school psychologist's office, and

Budgeted Expenditures

4000-4999: Books And Supplies Routine Restricted Maintenance Fund \$30,000.00

Estimated Actual Expenditures

6000-6999: Capital Outlay Routine Restricted Maintenance Fund 33719.00

repair/replacement of facia on the B building.

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 District continues to promote student success through encouraging and supporting programs/incentives to improve student attendance, achievement, and character/behavioral success. The LEA is proud to boast a 0% eighth grade dropout rate and a 0% expulsion rate. The District's suspension rate shows a decrease by 1.6% indicating that efforts to promote programs, such as No Excuses University and character education are having a positive impact. Professional development trainings and opportunities for collaboration for classified and certificated staff have yielded a decrease in referrals while increasing staff capacity to handle both minor and major behavioral incidents. Staff and parent stakeholder surveys were administered to determine current climate and indicate the LEA's next steps in ensuring that staff, students, and parents feel engaged, safe, and secure when at school. The purchase of online monitoring tools, such as Gaggle, as well as the District's maintenance projects illustrate the LEA's commitment to safety and security.

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

All of the actions and services outlined above confirm the District's commitment to providing a safe and secure environment. Actions/services detailed within continue to demonstrate the overall effectiveness of the steps taken to ensure that the District continues to see success in dropout and suspension rates, character education, and staff capacity to act with confidence when handling behavioral incidents. Maintenance projects were also completed to ensure the physical safety of the school, and online safety programs demonstrate the LEA's effectiveness in ensuring students' online security.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material difference between the budgeted expenditures and the estimated actual expenditures for the 2018-2019 school year.

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.

Changes made to this goal can be seen in Actions 1 and 6, Actual Actions/Services. Based on feedback from staff and students, it was the District's decision to refocus Peaceful Playground implementation to character education and the addition of professional development trainings focusing on PBIS/Restorative Practices and CPI training for classified staff members. Additionally, since the California Healthy Kids Survey has been administered for the past two years, it was decided by the District to survey staff and parents for school satisfaction, engagement, safety, and security in order to maintain a well rounded picture of the culture and climate, and to guide next steps.

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?

The involvement process included getting valuable input from multiple stakeholders, including parents of unduplicated students and students with disabilities, administration (principal and/or superintendent), classified staff, certificated staff, students, community members, school advisory committees, local bargaining units, and school board members.

A public hearing was held on June 13, 2019 and June 27, 2019. The Dehesa Governing Board members were officially updated on LCAP goals progress at the February 21, 2019 board meeting in open session, and were asked for input multiple times throughout the year. On June 27, 2019 the Dehesa School Board adopted the 2019-2020 LCAP.

Stakeholder meetings of the Native American Parent Advisory Committee were held on March 4, 2019, May 14-17, 2019.

The School Site Council/Parent Advisory Committee meetings that discussed LCAP and received stakeholder input were held on March 5, 2019, April 9, 2019, May 7, 2019 and June 4, 2019. Parent members of the SSC meet separately after School Site Council meeting to provide additional input into the creation of the 2019-2020 LCAP. These parents served as the Parent Advisory Committee.

The Parents' Club was given the opportunity to provide input during multiple meetings throughout the school year.

The staff had access to the LCAP via GoogleDocs and were also key stakeholders, providing input during staff meetings. Teacher feedback on LCAP actions/services were given throughout the school year during staff meetings/goal setting discussions.

There was no stakeholder input from an English Language Learner Parent Advisory Committee due to the number of ELLs being below the state threshold for an ELAC/DELAC at Dehesa.

The Superintendent, Principal, and the Business Manager are the authors of the Dehesa LCAP and collaborate often throughout the year on LCAP related decisions, updates, and revisions to the plan.

Questions that align to LCAP goals were incorporated into both the staff and parent surveys.

Impact on LCAP and Annual Update

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

Upon review of Dehesa School District's parent involvement process from stakeholders, including parents of unduplicated students and students with disabilities, administration (principal and/or superintendent), classified staff, certificated staff, students, community members, school advisory committees, local bargaining units, and school board members, it was determined that the process of involvement is sufficient and not in need of improvements/revisions at this time. The District plans on moving forward with the current plan as it stands.

As a result of the stakeholder involvement process this year, parents, staff, students, and community members alike report feeling included in processes and decision making that positively impacted the students, staff, community, and the overall school culture.

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

Provide professional development to staff and parents to support/improve student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)

Local Priorities:

Identified Need:

CAASPP and MAP data confirms the need to improve student achievement on math and ELA. The results of the data helped to drive our PD plan.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
NEU Annual/National Convention	Minimum of 1 staff member & 1 administrator	Minimum of 1 staff member & 1 administrator	Minimum of 1 staff member & 1 administrator	Minimum of 1 staff member & 1 administrator
NEU Leadership Conferences	Minimum of 1 staff member & 1 administrator	Minimum of 1 staff member & 1 administrator	Minimum of 1 staff member & 1 administrator	Minimum of 1 staff member & 1 administrator
Parent Survey/Parent Ed	100% of surveys analyzed	100% of surveys analyzed	100% of surveys analyzed 100% of parents are encouraged to provide	100% of surveys analyzed 100% of parents are encouraged to provide

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			input in making decisions for the school/district as demonstrated by input gathered on surveys and incorporated into the LCAP revision process.	input in making decisions for the school/district as demonstrated by input gathered on surveys and incorporated into the LCAP revision process.
Promote Parent Involvement for all parents including parents of unduplicated students and students with exceptional needs	100% of parents receive surveys/outreach notifications/website	100% of parents receive surveys/outreach notifications/website	100% of parents receive surveys/outreach notifications/website	100% of parents receive surveys/outreach notifications/website
Teacher PD Survey	100% of surveys analyzed	100% of surveys analyzed	100% of surveys analyzed	100% of surveys analyzed
Credentialed Staff	100% fully credentialed and highly qualified	100% fully credentialed and highly qualified	100% fully credentialed and highly qualified	100% fully credentialed and highly qualified

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))

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

- Increase PD opportunities for all staff/teachers.
- Provide training opportunities for maintenance and operations.

2018-19 Actions/Services

- Increase PD opportunities for certificated and classified staff to include computer science integration for teachers.
- Provide training opportunities for maintenance and operations.

2019-20 Actions/Services

- Increase PD opportunities for certificated and classified staff to include computer science integration for teachers.
- Provide training opportunities for maintenance and operations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,172.00	\$4,172.00	\$1263.00
Source	LCFF	LCFF	Other
Budget Reference	5000: Travel & Conference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount			993.00
Source			LCFF
Budget Reference			2000-2999: Classified Personnel Salaries

Amount			11500.00
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries
Amount			4076.00
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries
Amount			959
Source			LCFF
Budget Reference			4000-4999: Books And Supplies
Amount			2826
Source			Supplemental and Concentration
Budget Reference			4000-4999: Books And Supplies
Amount			4575.00
Source			Federal Funds
Budget Reference			5000-5999: Services And Other Operating Expenditures
Amount			16460.00
Source			Federal Funds
Budget Reference			1000-1999: Certificated Personnel Salaries

Amount			100000.00
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures

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
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)

Specific Schools: Dehesa Elementary School

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

- Increase PD opportunities for paraprofessionals (DW).
- Provide training to support physical education.
- Continue bus driver PD as required by law.

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

Unchanged Action

2018-19 Actions/Services

- Increase PD opportunities for paraprofessionals (DW).
- Provide training to support physical education.
- Continue bus driver PD as required by law.

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

Modified Action

2019-20 Actions/Services

- Increase PD opportunities for paraprofessionals (DW).
- Provide training to support physical education.
- Continue bus driver PD as required by law. Additional training for staff in technology to support students in computer science.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,232.00	\$1,427.00	\$1263.00
Source	LCFF	LCFF	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$779.00	\$779.00	478.00
Source	LCFF	LCFF	Supplemental and Concentration
Budget Reference	5000: Travel & Conference	5000: Travel & Conference	4000-4999: Books And Supplies

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

Provide curriculum to support CCSS and National Standards.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Identified Need:

CAASPP and MAP data confirms the need to improve student achievement in math and ELA. The results of the data helped to drive our PD plan.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teacher Collaboration	20 hours per year	20 hours per year	20 hours per year	20 hours per year
Team Collaboration (NGSS/CCSS)	30 minutes a week	30 minutes a week	30 minutes a week	30 minutes a week
Classified Collaboration	10 hours per year	10 hours per year	10 hours per year	10 hours per year
Every student in the District has sufficient Access to Standards Aligned Instructional Materials	Board Resolution 100% of students have access	Board Resolution 100% of students have access	Board Resolution 100% of students have access	Board Resolution 100% of students have access

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))

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

Provide a minimum of 20 hours teacher team collaboration time per year.

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

Unchanged Action

2018-19 Actions/Services

Provide a minimum of 20 hours teacher team collaboration time per year.

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

Unchanged Action

2019-20 Actions/Services

Provide a minimum of 20 hours teacher team collaboration time per year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,700.00	\$5,700.00	\$5700
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount			35062
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries

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)

Specific Student Groups: English Learners, Foster Youth, Low Income
[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
Low Income
[Add Students to be Served selection here]

Scope of Services:

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

LEA-wide
[Add Scope of Services selection here]

Location(s):

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

All Schools
[Add Location(s) selection here]

Actions/Services

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

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

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

New Action	New Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Purchased and implemented new CCSS ELA curriculum and materials (DW).	Purchase and implement new computer science immersion program district wide to enhance the current board adopted curriculum (Year 1).	Continue to implemented new computer science immersion program district wide to enhance the current board adopted curriculum (Year 2).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,100.00	\$76,100.00	\$48052.00
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount		\$25,000.00	\$25747.00
Source		Supplemental and Concentration	LCFF
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures	1000-1999: Certificated Personnel Salaries

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners Foster Youth Low Income	Schoolwide	All Schools
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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
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Teachers will continue to collaborate weekly to discuss the transition to CCSS and NGSS. Purchase interim/supplemental curriculum/materials	Teachers will continue to collaborate weekly to discuss the transition to CCSS and NGSS. Purchase interim/supplemental curriculum/materials	Teachers will continue to collaborate weekly to discuss the transition to CCSS and NGSS. Purchase interim/supplemental curriculum/materials
--	--	--

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$630.00	\$630.00	\$46428.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	1000-1999: Certificated Personnel Salaries
Amount			1097.00
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries

Amount			24062.00
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Instructional aides/paraprofessionals will meet/collaborate a minimum of 10 hours per year · Continue to fund physical education program at Sycuan, including transportation (including PE aide time).

2018-19 Actions/Services

Instructional aides/paraprofessionals will meet/collaborate a minimum of 10 hours per year · Continue to fund physical education program at Sycuan, including transportation (including PE aide time).

2019-20 Actions/Services

Instructional aides/paraprofessionals will meet/collaborate a minimum of 10 hours per year · Continue to fund physical education program at Sycuan, including transportation (including PE aide time).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$800.00	\$9,965.00	\$2526.00
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$6,230.00	\$6,230.00	\$7540.00
Source	LCFF	LCFF	Federal Funds
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$2,935.00	\$2,935.00	\$1049.00
Source	LCFF	LCFF	Federal Funds
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[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
Low Income

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Continue to provide reading aide.

2018-19 Actions/Services

Continue to provide reading aide.

2019-20 Actions/Services

Continue to provide reading aide.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,778.00	\$4,778.00	\$7468.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount			16188.00
Source			Federal Funds
Budget Reference			1000-1999: Certificated Personnel Salaries

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 3

Utilize support staff and differentiated instruction strategies/materials to support/improve student achievement.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

CAASPP, MAP, and CELDT scores provide data to justify the support staff and materials to meet the individual student needs. Social/emotional needs for our special education students are supported by our 0.2 therapist.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
PLT for Students	2 hours a week	2 hours a week District will utilize local measures (MAP testing data) to reclassify eligible students due to students not participating in CELDT testing anymore.	2 hours a week The District will utilize both local measures (MAP testing data) and ELPAC baseline data to reclassify eligible students.	2 hours a week The District will utilize ELPAC data to reclassify eligible students. An intervention teacher is assisting in reviewing data and recommending support for students

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
				both with ELPAC and MAP results.
EL Proficiency	Maintain	10% increase The district utilized Achieve 3000 to determine English Learner student progress toward language proficiency.	12% increase NWEA MAP will be utilized to determine English Learner student progress toward language proficiency.	15% increase
EL Reclassification	Maintain	5% increase	6% increase percentage of English Learner students being reclassified as students.	8% increase
Licensed Therapist	0.2 Therapist	0.2 Therapist	0.2 Therapist	0.2 Therapist
Implementation of State Standards	Maintain	Maintain	Maintain	Maintain as evidenced by classroom walk-throughs, observations, and student work samples.
All students have a broad course of study including unduplicated students and students with specific needs	90% of students show progress/growth on report cards	92% of students show progress/growth on report cards	93% of students show progress/growth on report cards Including English Learner students. Maintain or increase the percentage of students being designated as in	95% of students show progress/growth on report cards, including unduplicated students, English Learner students, and students with disabilities. Maintain or increase the percentage of students

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			the Healthy range on the CA Physical Fitness Assessment.	being designated as in the Healthy range on the CA Physical Fitness Assessment.

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

Unchanged Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

- Provide RTI Pull-out, push-in, and small groups with paraprofessionals.
- Provide after school academic/enrichment programs.
- PLT (Personalized Learning Time) a minimum of 2x a week (DW).

- Provide RTI Pull-out, push-in, and small groups with credential teacher.
- Provide after school academic/enrichment programs.
- PLT (Personalized Learning Time) a minimum of 2x a week for middle school students.

- Provide RTI Pull-out, push-in, and small groups with credential teacher.
- Provide after school academic/enrichment programs.
- PLT (Personalized Learning Time) a minimum of 2x a week for middle school students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,659.00	\$1,659.00	\$1659
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$5,787.00	\$5,787.00	\$39848.00
Source	Supplemental and Concentration	Supplemental and Concentration	Federal Funds
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount			35739
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries

Action 2

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

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

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

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

2017-18 Actions/Services
Students will have access and support for CCSS aligned instructional materials, adopted curriculum, and technology.

2018-19 Actions/Services
Students will have access and support for CCSS aligned instructional materials, adopted curriculum, and technology.

2019-20 Actions/Services
Students will have access and support for CCSS aligned instructional materials, adopted curriculum, and technology.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,221.00	\$1,221.00	\$100525.00
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	5000-5999: Services And Other Operating Expenditures
Amount	\$4,261.00	\$4,261.00	
Source	LCFF	LCFF	
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	

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
Low Income

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

- Provide learning supports including interventions, differentiated instruction, and other effective teaching strategies (DW)
- Provide afternoon tutoring 1x/week.

2018-19 Actions/Services

- Provide learning supports including interventions, differentiated instruction, and other effective teaching strategies (DW)
- Provide afternoon tutoring 1x/week.

2019-20 Actions/Services

- Provide learning supports including interventions, differentiated instruction, and other effective teaching strategies (DW)
- Provide afternoon tutoring 1x/week.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,040.00	\$2,040.00	\$3817.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$1,450.00	\$1,450.00	\$2450.00
Source	Supplemental and Concentration	Supplemental and Concentration	Federal Funds
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	1000-1999: Certificated Personnel Salaries

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

- Provide ELL support and materials.
- Continue to provide to ELL support by a credentialed teacher, including monitoring student language proficiency to align support.
- Recognition of redesignation and achievement (ELL).

- Provide ELL support and materials.
- Continue to provide to ELL support by a credentialed teacher, including monitoring student language proficiency to align support.
- Recognition of redesignation and achievement (ELL).

- Provide ELL support and materials.
- Continue to provide to ELL support by a credentialed teacher, including monitoring student language proficiency to align support.
- Recognition of redesignation and achievement (ELL).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,552.00	\$1,552.00	\$7694.00
Source	Federal Funds	Federal Funds	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	5000-5999: Services And Other Operating Expenditures
Amount			750.00
Source			Federal Funds
Budget Reference			5000-5999: Services And Other Operating Expenditures
Amount			450.00
Source			Federal Funds
Budget Reference			1000-1999: Certificated Personnel Salaries

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:

(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))

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Continue outreach efforts to low income families.

2018-19 Actions/Services

Continue outreach efforts to low income families.

2019-20 Actions/Services

Continue outreach efforts to low income families.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000.00	\$1,000.00	\$1262.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	1000-1999: Certificated Personnel Salaries
Amount			216.00
Source			Federal Funds
Budget Reference			1000-1999: Certificated Personnel Salaries

Amount			146.00
Source			Supplemental and Concentration
Budget Reference			2000-2999: Classified Personnel Salaries

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)

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

Unchanged Action

2017-18 Actions/Services

Study Skills 1 day a week (6-8)

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

Unchanged Action

2018-19 Actions/Services

Study Skills 1 day a week (6-8)

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

Unchanged Action

2019-20 Actions/Services

Study Skills 1 day a week (6-8)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$16,200.00	\$16,200.00	\$195.00
Source	Special Education	Special Education	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	1000-1999: Certificated Personnel Salaries

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 4

Administer assessments to collect and analyze data to support/improve student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Identified Need:

CAASPP and MAP scores provide data to justify the support staff and materials to meet individual student needs.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP Growth ELA	Proficiency (41%)	Increase by 6 points (working towards level 3)	Increase by 13 points (working towards level 3)	Increase by 13 points (working towards level 3)
CAASPP Growth Math	Proficiency (26%)	Increase by 14 points (working towards level 3)	Increase by 13 points (working towards level 3)	Increase by 13 points (working towards level 3)
MAP Growth ELA	Proficiency (41%)	Increase to 46%	Increase to 53%	Increase to 55%
MAP Growth Math	Proficiency (46%)	Increase to 51%	Increase to 58%	Increase to 60%
Implementation of State Standards	Maintain	Maintain	Maintain	Maintain

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Standard Implementation of CAASPP/SBAC for all learners including English Learners in ELA and Math per CAASPP/SBAC Reports	CAASPP/SBAC Standard implementation to 100% of students	CAASPP/SBAC Standard implementation to 100% of students	CAASPP/SBAC Standard implementation to 100% of students	CAASPP/SBAC Standard implementation to 100% of students

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

Unchanged Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

Continue MAP testing, using results to drive instruction and intervention (3x year). Continue Renaissance Learning/STAR (or equivalent) reading/math program and testing.

Continue MAP testing, using results to drive instruction and intervention (3x year). Continue Renaissance Learning/STAR (or equivalent) reading/math program and testing.

Continue MAP testing, using results to drive instruction and intervention (3x year). Continue Renaissance Learning/STAR (or equivalent) reading/math program and testing. Additional small group support provided by intervention teacher.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$664.00	\$664.00	\$410.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$3,190.00	\$3,190.00	\$6928.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount			2643.00
Source			Supplemental and Concentration
Budget Reference			1000-1999: Certificated Personnel Salaries

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)

[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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Ensure teachers are trained for CAASPP as test administrators.
Ensure that staff/paraprofessionals as proctors and/or student support.

2018-19 Actions/Services

Ensure teachers are trained for CAASPP as test administrators.
Ensure that staff/paraprofessionals as proctors and/or student support.

2019-20 Actions/Services

Ensure teachers are trained for CAASPP as test administrators.
Ensure that staff/paraprofessionals as proctors and/or student support.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$489.00	\$489.00	\$58.00
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$2,349.00	\$2,349.00	\$2174.00
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	1000-1999: Certificated Personnel Salaries

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 5

Provide technology and related services to support/improve student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

CAASPP and MAP scores provide data to justify the support staff to administer tests and analyze data, and the purchase of technology to meet the individual student needs.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Analyze/Monitor Tech Effectiveness	Review and Research Weekly	Review and Research Weekly	Review and Research Weekly	Review and Research Weekly
Analyze/Monitor Infrastructure	Review/Inspect 2 times a year	Review/Inspect 2 times a year	Review/Inspect 2 times a year	Review/Inspect 2 times a year
Technology Inventory (student devices)	Inventory 2 times a year	Inventory 2 times a year	Inventory 2 times a year	Inventory 2 times a year

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Continue to provide staffing and equipment to support computer lab access before and after school for students/family/community.

2018-19 Actions/Services

Continue to provide staffing and equipment to support computer lab access before and after school for students/family/community.

2019-20 Actions/Services

Continue to provide staffing and equipment to support computer lab access before and after school for students/family/community.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$17,358.00	\$17,358.00	\$5683.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Amount	\$2,304.00	\$45,000.00	
Source	Supplemental and Concentration	Supplemental and Concentration	
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	

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)

[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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

- Maintain/increase support for media/technology services including maintenance.
- Continue to fund a technology reserve to provide sufficient funding for replacement of teacher devices, student devices, and infrastructure equipment as they become obsolete.

2018-19 Actions/Services

- Maintain/increase support for media/technology services including maintenance.
- Continue to fund a technology reserve to provide sufficient funding for replacement of teacher devices, student devices, and infrastructure equipment as they become obsolete.

2019-20 Actions/Services

- Maintain/increase support for media/technology services including maintenance.
- Continue to fund a technology reserve to provide sufficient funding for replacement of teacher devices, student devices, and infrastructure equipment as they become obsolete.

- Improve network infrastructure as needed to include increased bandwidth, sufficient wireless access points, scalable and reliable equipment, and device and software management systems (DW.)

- Improve network infrastructure as needed to include increased bandwidth, sufficient wireless access points, scalable and reliable equipment, and device and software management systems (DW.)

- Improve network infrastructure as needed to include increased bandwidth, sufficient wireless access points, scalable and reliable equipment, and device and software management systems (DW.)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,778.00	\$12,778.00	\$36045.00
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$1,696.00	\$1,696.00	\$50379.00
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	5000-5999: Services And Other Operating Expenditures

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners
Foster Youth
Low Income

Schoolwide

All Schools

Actions/Services

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

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

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

Unchanged Action

New Action

New Action

2017-18 Actions/Services

Continue to provide ongoing membership with online learning programs (DW)

2018-19 Actions/Services

- Continued to purchase technology apps, tools, and online programs to support CCSS and student achievement as needed.
- Purchased new 1:1 student and teacher devices to support computer science technology implementation.
- Purchased Lego building materials to support the computer science immersion curriculum in primary elementary grades.
- Purchased EV3 Mindstorm robotics kits to support the computer science immersion curriculum in upper elementary grades.

2019-20 Actions/Services

- Continued to purchase technology apps, tools, and online programs to support CCSS and student achievement as needed.
- Purchased new 1:1 student and teacher devices to support computer science technology implementation.
- Purchased Lego building materials to support the computer science immersion curriculum in primary elementary grades.
- Purchased EV3 Mindstorm robotics kits to support the computer science immersion curriculum in upper elementary grades.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,016.00	\$2,016.00	\$48052.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount			1770.00
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures
Amount			6000.00
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures

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 6

Maintain and improve school climate to support student engagement and student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

The Healthy Kids Survey and our attendance reports indicate the need for improving student engagement and attendance percentages.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Peaceful Playground Program	Complete Phase 1	Complete Phase 1	Discontinued in favor of Positive Behavior Interventions and Supports(PBIS)/Restorative Justice (RJ)/Character education	Positive Behavior Interventions and Supports(PBIS)/Restorative Justice (RJ)/Character education
Attendance Rate (Synergy Report)	94.56% (2016-17)	Increase to 95%	Increase to 95.5%	Maintain 96%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic Absenteeism (Synergy Report)	11% of students 18 or more absences (10%)	Decrease to 9%	Decrease to 8%	Decrease to 7%
Expulsion Rate	0% (2016-17)	Maintain 0%	Maintain 0%	Maintain 0%
Suspension Rate	8% (2016-17)	Decrease to 7%	Decrease to 6%	Decrease to 5%
Drop Out Rate	0% (2016-17)	Maintain 0%	Maintain 0%	Maintain 0%
Health Kids Survey	Analyze Data	Analyze Data	Analyze Data	Analyze Data Maintain or increase the percentage of students feeling safe on campus as measured by responses to the California Healthy Kids Survey (CHKS).
Maintenance Projects	Based on FIT Report at Good or Above	Complete Minimum of 25%	Complete Minimum of 25%	Complete Minimum of 25%
Facilities maintained in good repair	Based on FIT Report at Good or Above	Based on FIT Report at Good or Above	Based on FIT Report at Good or Above	Based on FIT Report at Good or Above

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

- Implement the next phase of the No Excuses University (NEU) school murals with parent involvement
- Implement Peaceful Playgrounds (or equivalent) to increase safety and enjoyment of the playground facilities

2018-19 Actions/Services

- Implement NEU practices, including Morning Meeting.
- Utilize character education materials, lessons, etc. to improve behavioral success.
- Review implementation of the NEU school murals with parent involvement.
- Peaceful Playgrounds program was eliminated in favor of PBIS/RJ, and character education programs.

2019-20 Actions/Services

- Implement NEU practices, including Morning Meeting.
- Utilize character education materials, lessons, etc. to improve behavioral success.
- Review implementation of the NEU school murals with parent involvement.
- Review implementation of PBIS/RJ, and character education program (or equivalent) for effectiveness and to increase safety and enjoyment of the playground facilities. Addition of a school social worker to assist with climate and attendance monitoring.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$200.00	500.00	661.00
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$5,000.00		50473.00
Source	LCFF		LCFF
Budget Reference	6000-6999: Capital Outlay Special Reserve Fund		1000-1999: Certificated Personnel Salaries
Amount			2010.00
Source			LCFF
Budget Reference			2000-2999: Classified Personnel Salaries

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))

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

Provide regular bus service to and from school (DW)

Provide regular bus service to and from school (DW)

Provide regular bus service to and from school (DW)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$17,533.00	\$17,533.00	\$33392
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$5,082.00	\$5,082.00	\$5082
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount			5738.96
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures
Amount			45586
Source			LCFF
Budget Reference			2000-2999: Classified Personnel Salaries

Amount			13536
Source			LCFF
Budget Reference			4000-4999: Books And Supplies

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)

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

Unchanged Action

2017-18 Actions/Services

Perform bus service inspections and maintenance as needed and/or required by law (DW)

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

Unchanged Action

2018-19 Actions/Services

Perform bus service inspections and maintenance as needed and/or required by law (DW)

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

Unchanged Action

2019-20 Actions/Services

Perform bus service inspections and maintenance as needed and/or required by law (DW)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,906.00	\$12,906.00	\$15094.00
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	5000-5999: Services And Other Operating Expenditures
Amount	\$3,742.00	\$3,742.00	
Source	LCFF	LCFF	
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

Continue to provide incentives for attendance, academics, and character success (DW)

Continue to provide incentives for attendance, academics, and character success (DW)

Continue to provide incentives for attendance, academics, and character success (DW)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000.00	\$1,000.00	\$686.00
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[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

Unchanged Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

Purchase Gaggle: a student monitoring device for 6th-8th graders (DW)

Purchase Gaggle: a student monitoring device for 6th-8th graders (DW)

Purchase Gaggle: a student monitoring device for 6th-8th graders (DW)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$530.00	\$530.00	\$1770.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 6

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

Students to be Served:

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

All

Location(s):

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

All Schools

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

Unchanged Action

2017-18 Actions/Services

- Administer Healthy Kids Survey to students 3rd-8th

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

Modified Action

2018-19 Actions/Services

- Administer Healthy Kids Survey to parents and staff members.

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

Modified Action

2019-20 Actions/Services

- Administer Healthy Kids Survey to students 3rd-8th

- Analyze Healthy Kids Survey to determine needed supports.

- Analyze Healthy Kids Survey to determine needed supports.

Since the Healthy Kids survey has been utilized for several years now, the District issued a staff and an parent survey to receive input.

- Analyze Healthy Kids Survey to determine needed supports. The District will return to the Healthy Kids Survey for the 2019-2020 school year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$390.00	\$390.00	\$191.00
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	1000-1999: Certificated Personnel Salaries

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)

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

- Follow through on preventative maintenance schedule
- School needs exterior attention paint and fascia repair 2016-17 FIT report (95.10%). Note rating increased 2.64% over 2015-16.

2018-19 Actions/Services

- Follow through on preventative maintenance schedule
- Continue to address needs in the 2017-18 FIT report .

2019-20 Actions/Services

- Follow through on preventative maintenance schedule
- Continue to address needs in the 2018-19 FIT report.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,000.00	\$30,000.00	\$33719.00
Source	Routine Restricted Maintenance Fund	Routine Restricted Maintenance Fund	Routine Restricted Maintenance Fund
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	6000-6999: Capital Outlay

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$120,222

Percentage to Increase or Improve Services

10.88%

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 District will meet this proportionality percentage through allocated supplemental and concentration funds, representing increased services of approximately \$319,132.00. In addition, improved services will also be provided for focus students to promote equity and excellence for all students as described below:

The following actions and services are principally directed toward unduplicated students:

Goal 1, Action 1 and 2

Goal 2, Action 1,2, 3 & 5

Goal 3, Action 1, 3 and 6

Goal 4, Action 1

Goal 5, Action 1 & 3, 4

Goal 6, Action 2 & 5

Goal 1, Action 1 - Because we are now a Technology Immersion school, our teachers need to be trained how to do coding. We also have new staff members who did not receive training from our Coding coach during our Year 1 with Code to the Future and needing additional support. The extra training provides our ELL students and low income students the support they need by having additional access to information through adults who were trained in the Coding Curriculum (Goal 2, Action 2).

Goal 1, Action 2-The District will continue to provide training for all certificated staff on English language arts (ELA) curriculum (McGraw-Hill Wonders/StudySync), College Prep Math (CPM) mathematics, Learning Headquarters Writing for kindergarten through fifth grade, Writing By Design for sixth through eighth grade, and Code to the Future computer science technology for grades Transitional Kindergarten through eight.

The Dehesa leadership team (superintendent and certificated staff) will attend the 2-day Equity Symposium through a partnership with the San Diego County Office of Education (SDCOE). The principal will continue to renew certification as a trainer in the Crisis Prevention Institute's Crisis Intervention program (CPI), and complete course training for classified support staff. Certificated staff members will begin training in CPI as well. Staff will participate in on-site training of the District's Comprehensive Safety Plan, and engage in monthly disaster preparedness drills throughout the 2019-2020 school year. Certificated staff and administrators will continue to participate in Title VI/Indian Education student support meetings three times during the year to determine Response to Intervention (RTI) supports needed for our Native American student population. Credentialed staff will also participate in a yearlong book study using to support building capacity around improving student behavior and achievement.

Goal 2, Action 1- The District will continue to provide teacher collaboration time will be incorporated to provide teachers with the opportunity to collaboratively develop lessons that integrate multiple modalities of learning to increase access to the content for all students with a specific focus on unduplicated pupils.

Goal 2, Action 3- The District will continue to provide supplemental instructional materials and additional learning materials that will ensure all students, including unduplicated students, with differentiated learning experiences. The specific materials that the district will be incorporating are research based in increasing opportunities for historically underperforming student groups to have access to the core curriculum.

Goal 2, Action 5- The District will continue to provide a reading aide in classes that serve a larger number of unduplicated pupils will provide the opportunity to target instruction and increase opportunities for reading remediation for our neediest students.

Goal 3, Action 1 & 3 (RTI, Personal Learning Time (PLT), and Enrichment)

The District will continue to provide support for enrichment and intervention programs to support the needs of our unduplicated students. Through a comprehensive approach to remediation and acceleration, we will incorporate study skills activities for students in grades 6-8 as well as opportunities for tutoring during the school day and after school, as well as enrichment opportunities at no cost. By providing these supports on site, the District is providing additional supports for our student groups that have historically been identified as underperforming providing them the greatest opportunity for success.

Goal 3, Action 5- The District will continue to provide outreach to low income families will provide awareness of school based and community based services to families in need of additional support. Additionally, these supports, materials, and parent education opportunities will help to increase parent engagement in their child(ren)'s education.

Goal 3, Action 6 - Study Sync provides our ELL and low income students additional access to technology based program which motivates and increased their interests. It meets various learning styles.

Goal 4, Action 1- The District will continue to provide/fund NWEA/MAP assessments and Renaissance Learning (AR/STAR) in support of monitoring student progress. Incorporating these additional opportunities to monitor student progress in an ongoing manner it will provide our staff with real time data to more effectively monitor, re-teach and support our unduplicated students to close the achievement gap.

Goal 5, Action 1- The District will continue to provide/fund a staffing and technology to provide computer lab access at no cost. Feedback from parents and students during the LCAP revision process demonstrated that there is a digital divide on our campus with our unduplicated students have less access to educational technology tools in support of their learning. Providing on site computer labs and educational programs that increase unduplicated pupil access to technology tools will help to bridge the digital divide.

Goal 5, Action 3- The District will continue to provide access to online learning programs to support students in having access to additional differentiated learning opportunities in support of acceleration/remediation. Provide access to these online learning programs will provide additional supports for unduplicated pupils who may need additional support outside of the school day.

Goal 5, Action 4 -The District will continue to provide online supplemental supports to ensure appropriate student engagement while using technology, including Gaggle.

Goal 6, Action 2- The District will continue to provide resources to families, transportation to and from school within school boundaries at no cost, and incentives to help decrease chronic absenteeism to support our unduplicated students.

Goal 6, Action 5- The District will continue to provide/fund professional development opportunities for school staff in the areas of Restorative Justice (RJ) and Positive Behavior Intervention Support (PBIS) to help support the emotional and developmental needs of unduplicated students. A number of our unduplicated pupils have expressed trauma or have heightened social and emotional needs, therefore, the District will continue to provide training for staff that work with our students provides staff the opportunity to de-escalate situations and maintain positive and productive learning environments for all students.

All actions and services have been developed in alignment with John Hattie's research on the list of factors that influence achievement. Additionally, a thorough review of disaggregated student performance data on CAASPP and local assessments showed

that revisions need to be made to prior actions and services to adjust implementation to ensure that all actions and services were the most effective use of funds in increase student academic, social and emotional achievement.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$118,788

11.11%

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 district's target proportionality percentage for the 2018-2019 school year is 11.11%. Services and supports for focus students (unduplicated students, English Language Learners (ELL), foster youth (FY), and low income (LI) pupils will be increased and improved by at least 11.11% as compared to services and supports provided to all students. This represents \$118,788 in supplemental concentration funds.

The District will meet this proportionality percentage through allocated supplemental and concentration funds, representing increased services of approximately \$119,000. In addition, improved services will also be provided for focus students to promote equity and excellence for all students as described below:

The following actions and services are principally directed toward unduplicated students:

Goal 1 Action 2

Goal 2 Action 1, 3 & 5

Goal 3 Action 1 & 3

Goal 4 Action 1

Goal 5 Action 1 & 3

Goal 6 Action 2 & 5

Goal 1 Action 2-The District provided training for all certificated staff on new ELA curriculum (McGraw-Hill Wonders/StudySync), CPM and Go Math mathematics, Learning Headquarters Writing.

Dehesa hosted guest speaker, Derek Clark, to promote the development of personal relationships with all students as well as provided PBIS/Restorative Practice with Anthony Ceja for the whole staff. Verbal Behavior Associates provided a half day professional development training for certificated staff and pushed into classrooms to help coach teachers on PBIS/Restorative Practices in classrooms. Leadership team (staff) attended the 2-day Equity Symposium, as well as 3-day Equity in Education workshop through SDCOE. One staff member was involved in a year long mentorship program (BTSA).

The District provided staff with training in Options Based Response through the SDCOE, and on-site training of the District's Comprehensive Safety Plan. Certificated staff and administrators participated in Title VII training as part of the Native American Grant supported by the SDCOE. Credentialed staff participated in a yearlong book study using, "How to Develop Growth Mindsets in the Classroom" by Mike Gershon.

Goal 2 Action 1- Teacher collaboration time has been incorporated to provide teachers with the opportunity to collaboratively develop lessons that integrate multiple modalities of learning to increase access to the content for all students with a specific focus on unduplicated pupils.

Goal 2 Action 3- Securing supplemental instructional materials provides additional learning materials that will provide students with differentiated learning experiences to provide access to the core. The specific materials that the district will be incorporating are research based in increasing opportunities for historically underperforming student groups to have access to the core curriculum.

Goal 2 Action 5- Providing a reading aide in classes that serve a larger number of unduplicated pupils will provide the opportunity to target instruction and increase the opportunity for reading fluency for our neediest students.

Goal 3 Action 1 & 3 (RTI, enrichment, PLT, intervention & tutoring)

Additional support for enrichment and intervention will be provided to support the needs of our ELL, FY, and LI students. Through a comprehensive approach to remediation and acceleration we will incorporate study skills activities for students in grades 6-8 as well as

opportunities for tutoring both during the school day, and after school and enrichment opportunities (at no cost). By providing these supports on site we are providing added supports for our student groups that have historically been identified as underperformed providing them the greatest opportunity for success.

Goal 3 Action 5- Continuing to provide outreach to low income families will provide awareness of school based and community based services to families in need of additional support. Additionally, these additional supports, materials and parent education will help to increase parent engagement in their child's education. Research demonstrates that increased parent engagement with the school positively benefits student performance.

Goal 4 Action 1- Continuing to provide/fund NWEA/MAP assessments and Renaissance Learning (AR/STAR) in support of monitoring student progress. Incorporating these additional opportunities to monitor student progress in an ongoing manner it will provide our staff with real time data to more effectively monitor, re-teach and support our unduplicated students to close the achievement gap.

Goal 5 Action 1- The district will continue to fund a staffing and technology to provide computer lab access at no cost. Feedback from parents and students during the LCAP revision process demonstrated that there is a digital divide on our campus with our ELL, FY, and LI students have less access to educational technology tools in support of their learning. Providing on site computer labs and educational programs that increase unduplicated pupil access to technology tools will help to bridge the digital divide.

Goal 5 Action 3- Continue to provide access to online learning programs to support students in having access to additional differentiated learning opportunities in support of acceleration/remediation. Provide access to these online learning programs will provide additional supports for unduplicated pupils who may need additional support outside of the school day.

Goal 6 Action 2- The district will continue to provide resources to families, transportation to and from school within school boundaries at no cost, and incentives to help decrease chronic absenteeism to support our ELL, FY, and LI students.

Goal 6 Action 5- The district will continue to fund professional development opportunities for school staff in the areas of Restorative Justice (RJ) and Positive Behavior Intervention Support (PBIS) to help support the emotional and developmental needs of our ELL, FY, and LI students. A number of our unduplicated pupils have expressed trauma or have heightened social/emotional needs. Providing training for staff that work with our students provides staff the opportunity to de-escalate situations and maintain positive and productive learning environments for all students.

All actions and services have been developed in alignment with John Hattie's research on the list of factors that influence achievement. Additionally, through reviewing disaggregated student performance data on CAASPP and local assessments, revisions were made to prior actions and services to adjust implementation to ensure that all actions and services were the most effective use of funds in increase student academic, social and emotional achievement.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$90,526.00

Percentage to Increase or Improve Services

8.05%

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 district's target proportionality percentage for 2017-18 is 13.21%. Services and supports for focus students (unduplicated students, English Learners (EL), foster youth (FY) and Low Income (LI) will be increased and improved by at least 13.21% as compared to services and supports provided to all students. This represents \$142, 473 in supplemental concentration funds.

The district will meet this proportionality percentage through allocated supplemental and concentration funds, representing increased services of in the amount of \$188,315. In addition, improved services will also be provided for focus students to promote equity and excellence for all students as described below:

Districtwide services will be principally directed toward the needs of unduplicated students as established by the data. Using research based strategies such as parent involvement and increased adult support will effectively improve the educational program for unduplicated students.

The district will work to analyze parent survey results to align parent education opportunities to service our unduplicated students based on parent need and interest.

CCSS ELA curriculum will be adopted based on available support materials that specifically support EL, LI, and FY.

The district will purchase supplemental curriculum/materials in ELA, math, history/social studies, and NGSS to support EL, LI, and FY.

The district will provide an instructional aide for reading to support LI, FY and special education students.

ELD standard proficiency scales will be used with the common core state standards proficiency scales to: monitor the progress of EL including long- term EL (LTEL) and reclassified students. Determine the short and long-term needs of ELs.

Kindergarten and first grade students will receive differentiated instruction to ensure reading proficiency by grade three.

Targeted intervention and support (including PLT) will continue to be provided for at-risk learners including FY and LI students.

After school enrichment programs will be offered free of charge for LI students.

Before school tutoring will be offered to targeted EL, FY, and LI students who can benefit from extra support.

The district will continue to provide outreach efforts to families of EL, FY, and LI to meet specific, immediate needs.

Targeted intervention and support will continue to be provided for at-risk learners including EL.

The district will continue to fund an instructional aide to provide EL support including monitoring student language proficiency to align instruction and design an integrated and designated system of support for EL achievement by utilizing the proficiency standards and proficiency scales.

Provide learning supports and best first practices for EL identified in the California ELA/ELD Framework.

The district will continue to increase the number of students Redesignated for reclassification English Proficient (RFEP) and then recognize their achievement.

The district will continue to provide counseling and psychological services that address student social and emotional needs.

The district will continue to provide support, case management and referrals for ongoing mental health treatment, in conjunction with other behavioral and support services.

Provide training and support for the annual testing of English Proficiency CELDT (Kindergarten and initials only) and ELPAC.

In addition to our current LCAP goals, the district will be working with SDCOE to provide a part-time (no-cost) intern social worker to work with families to address the needs of students who are struggling academically and experience attendance issues.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the 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?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	333,366.00	931,285.00	182,753.00	330,109.00	928,143.96	1,441,005.96
Federal Funds	1,552.00	94,101.00	1,552.00	1,552.00	89,526.00	92,630.00
LCFF	145,482.00	682,421.00	63,280.00	142,940.00	683,413.96	889,633.96
Other	0.00	2,256.00	0.00	0.00	1,263.00	1,263.00
Routine Restricted Maintenance Fund	30,000.00	33,719.00	30,000.00	30,000.00	33,719.00	93,719.00
Special Education	16,200.00	0.00	16,200.00	16,200.00	0.00	32,400.00
Supplemental and Concentration	140,132.00	118,788.00	71,721.00	139,417.00	120,222.00	331,360.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	333,366.00	931,285.00	182,753.00	330,109.00	928,143.96	1,441,005.96
1000-1999: Certificated Personnel Salaries	8,580.00	299,558.00	8,580.00	8,580.00	299,558.00	316,718.00
2000-2999: Classified Personnel Salaries	99,824.00	141,709.00	83,561.00	97,093.00	141,709.00	322,363.00
4000-4999: Books And Supplies	174,016.00	126,438.00	56,552.00	174,548.00	127,872.00	358,972.00
5000-5999: Services And Other Operating Expenditures	0.00	329,861.00	0.00	0.00	325,285.96	325,285.96
5000: Travel & Conference	1,837.00	0.00	4,951.00	779.00	0.00	5,730.00
5800: Professional/Consulting Services And Operating Expenditures	49,109.00	0.00	24,109.00	49,109.00	0.00	73,218.00
6000-6999: Capital Outlay	0.00	33,719.00	5,000.00	0.00	33,719.00	38,719.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	333,366.00	931,285.00	182,753.00	330,109.00	928,143.96	1,441,005.96
1000-1999: Certificated Personnel Salaries	Federal Funds	0.00	75,612.00	0.00	0.00	75,612.00	75,612.00
1000-1999: Certificated Personnel Salaries	LCFF	1,221.00	166,059.00	1,221.00	1,221.00	166,059.00	168,501.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	7,359.00	57,887.00	7,359.00	7,359.00	57,887.00	72,605.00
2000-2999: Classified Personnel Salaries	Federal Funds	0.00	1,049.00	0.00	0.00	1,049.00	1,049.00
2000-2999: Classified Personnel Salaries	LCFF	48,933.00	86,225.00	35,401.00	48,933.00	87,218.00	171,552.00
2000-2999: Classified Personnel Salaries	Other	0.00	2,256.00	0.00	0.00	1,263.00	1,263.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	50,891.00	52,179.00	48,160.00	48,160.00	52,179.00	148,499.00
4000-4999: Books And Supplies	Federal Funds	1,552.00	7,540.00	1,552.00	1,552.00	7,540.00	10,644.00
4000-4999: Books And Supplies	LCFF	90,752.00	111,946.00	13,968.00	89,268.00	111,946.00	215,182.00
4000-4999: Books And Supplies	Routine Restricted Maintenance Fund	30,000.00	0.00	30,000.00	30,000.00	0.00	60,000.00
4000-4999: Books And Supplies	Supplemental and Concentration	51,712.00	6,952.00	11,032.00	53,728.00	8,386.00	73,146.00
5000-5999: Services And Other Operating Expenditures	Federal Funds	0.00	9,900.00	0.00	0.00	5,325.00	5,325.00
5000-5999: Services And Other Operating Expenditures	LCFF	0.00	318,191.00	0.00	0.00	318,190.96	318,190.96
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	0.00	1,770.00	0.00	0.00	1,770.00	1,770.00
5000: Travel & Conference	LCFF	1,837.00	0.00	4,951.00	779.00	0.00	5,730.00
5000: Travel & Conference	Supplemental and Concentration	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	2,739.00	0.00	2,739.00	2,739.00	0.00	5,478.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Special Education	16,200.00	0.00	16,200.00	16,200.00	0.00	32,400.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	30,170.00	0.00	5,170.00	30,170.00	0.00	35,340.00
6000-6999: Capital Outlay	LCFF	0.00	0.00	5,000.00	0.00	0.00	5,000.00
6000-6999: Capital Outlay	Other	0.00	0.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Routine Restricted Maintenance Fund	0.00	33,719.00	0.00	0.00	33,719.00	33,719.00

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

Total Expenditures by Goal

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	10,167.00	147,534.00	6,183.00	6,378.00	144,393.00	156,954.00
Goal 2	131,338.00	220,919.00	22,173.00	131,338.00	220,919.00	374,430.00
Goal 3	35,170.00	194,751.00	35,170.00	35,170.00	194,751.00	265,091.00
Goal 4	6,692.00	12,213.00	6,692.00	6,692.00	12,213.00	25,597.00
Goal 5	78,316.00	147,929.00	36,152.00	78,848.00	147,929.00	262,929.00
Goal 6	71,683.00	207,939.00	76,383.00	71,683.00	207,938.96	356,004.96

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

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources	114,607.00	343,652.00	68,231.00	116,623.00	616,119.96
Federal Funds	0.00	58,702.00	0.00	0.00	79,737.00
LCFF	2,206.00	167,749.00	0.00	2,206.00	414,897.96
Other	0.00	0.00	0.00	0.00	1,263.00
Routine Restricted Maintenance Fund	0.00	0.00	0.00	0.00	0.00
Special Education	0.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	112,401.00	117,201.00	68,231.00	114,417.00	120,222.00
	112,401.00	115,938.00	68,231.00	114,417.00	
	112,401.00	170,880.00	68,231.00	114,417.00	

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources	218,759.00	587,633.00	114,522.00	213,486.00	385,823.00
Federal Funds	1,552.00	35,399.00	1,552.00	1,552.00	9,789.00
LCFF	143,276.00	514,672.00	63,280.00	140,734.00	342,315.00
Other	0.00	2,256.00	0.00	0.00	0.00
Routine Restricted Maintenance Fund	30,000.00	33,719.00	30,000.00	30,000.00	33,719.00
Special Education	16,200.00	0.00	16,200.00	16,200.00	0.00
Supplemental and Concentration	27,731.00	1,587.00	3,490.00	25,000.00	0.00
	27,731.00	3,021.00	3,490.00	25,000.00	
	27,731.00	13,617.00	3,490.00	25,000.00	