

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sulphur Springs Union School District

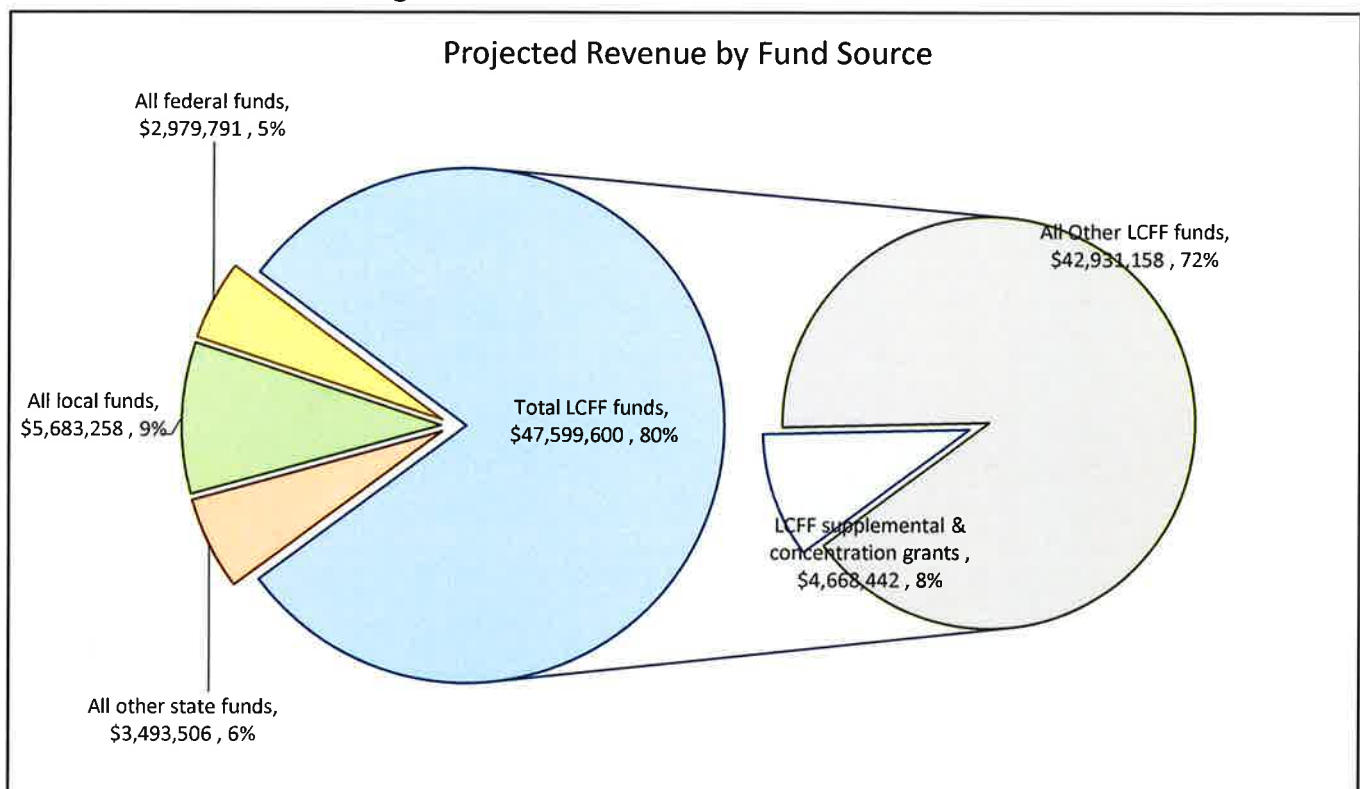
CDS Code: 19-65045

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

LEA contact information: Dr. Catherine Kawaguchi

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

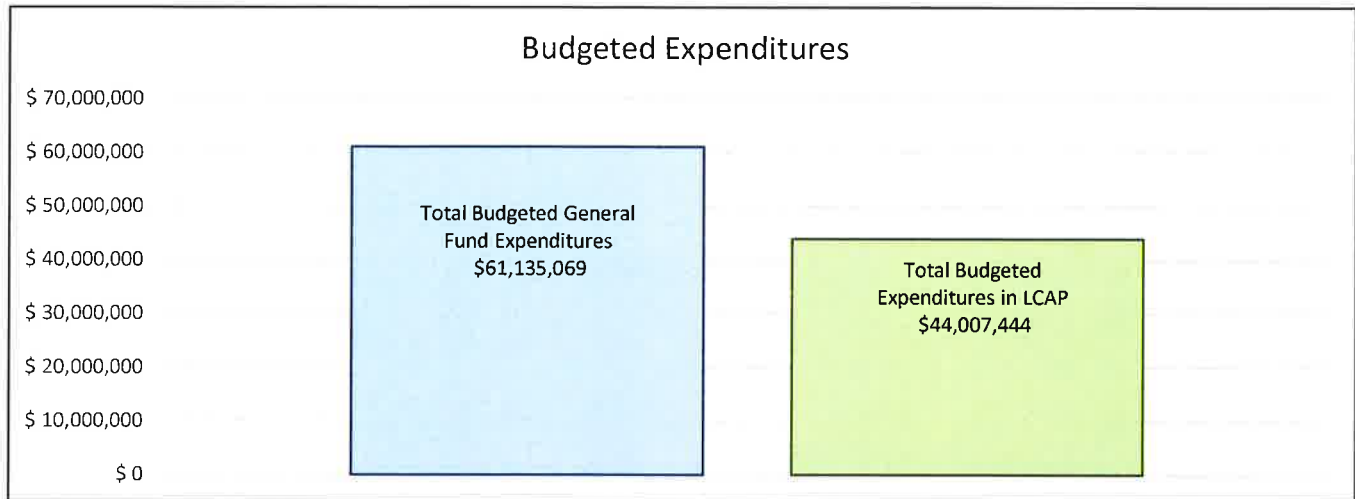


This chart shows the total general purpose revenue Sulphur Springs Union School District expects to receive in the coming year from all sources.

The total revenue projected for Sulphur Springs Union School District is \$59,756,155.00, of which \$47,599,600.00 is Local Control Funding Formula (LCFF), \$3,493,506.00 is other state funds, \$5,683,258.00 is local funds, and \$2,979,791.00 is federal funds. Of the \$47,599,600.00 in LCFF Funds, \$4,668,442.00 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 Sulphur Springs Union School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Sulphur Springs Union School District plans to spend \$61,135,069.00 for the 2019-20 school year. Of that amount, \$44,007,444.00 is tied to actions/services in the LCAP and \$17,127,625.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

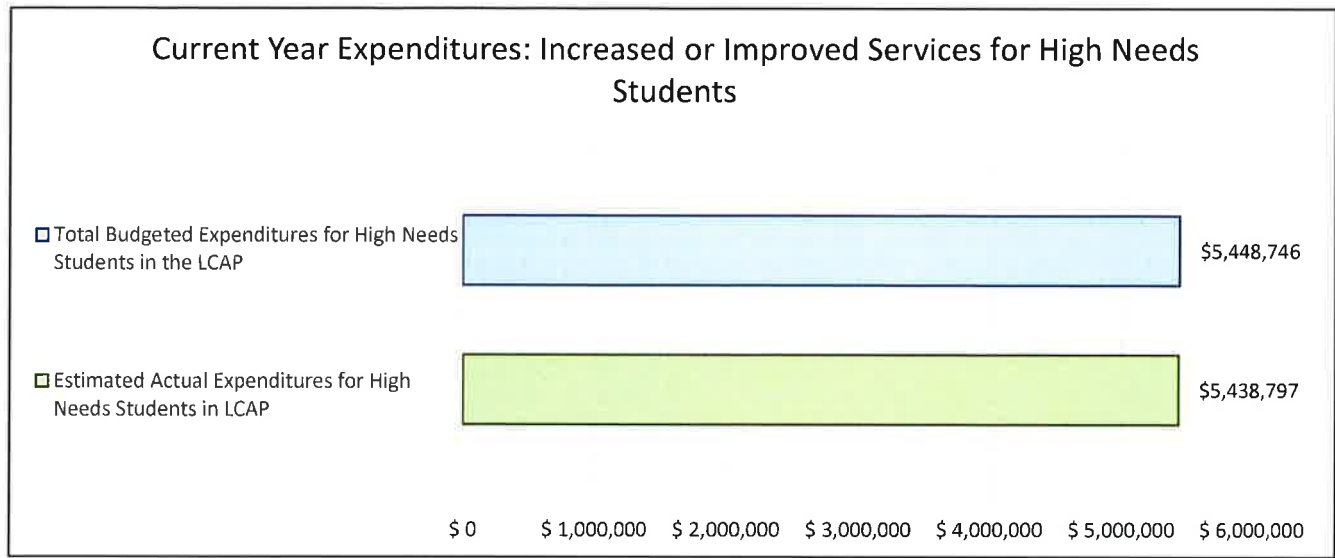
General Fund budget expenditures not described in the LCAP include those costs of operations and general business expenses of the District as well as certain specialized programs. These expenditures include utilities, insurance (Liability, Auto, Workers Comp), postage, fuel and transportation, Special Education (such as teachers and aides), regional Special Education programs, after-school programs, long-term debt obligations, District Administration, copier rentals, custodial supplies, retirement benefits (Golden Handshake and H&W), District and school office support, supplies and equipment.

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

In 2019-20, Sulphur Springs Union School District is projecting it will receive \$4,668,442.00 based on the enrollment of foster youth, English learner, and low-income students. Sulphur Springs Union School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Sulphur Springs Union School District plans to spend \$5,626,744.00 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 Sulphur Springs Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sulphur Springs Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Sulphur Springs Union School District's LCAP budgeted \$5,448,746.00 for planned actions to increase or improve services for high needs students. Sulphur Springs Union School District estimates that it will actually spend \$5,438,797.00 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of \$9,949.00 had the following impact on Sulphur Springs Union School District's ability to increase or improve services for high needs students:

The District did not have a need to fill all open positions, resulting in staff expenditures not being fully expended. There was no impact to students, particularly English Learners, as services were still rendered. The Director of Curriculum and Instruction monitored intervention programs to support increasing the reclassification of English Learners.

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

[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

Sulphur Springs Union

Contact Name and Title

Catherine Kawaguchi
Superintendent

Email and Phone

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2017-20 Plan Summary

The Story

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

The Sulphur Springs Union School District (SSUSD) is proud to be comprised of approximately 5,395 students, where over 23 different languages are spoken among the diverse student population (African American 5.85%, Asian 4.31%, Hispanic 54.95%, Native American 0.19%, Pacific Islander 0.11%, Two or More 4.39%, White (not Hispanic) 24.91%, Filipino 4.99%). The TK-6 students at all nine sites are welcomed by dedicated staff that are committed to supporting learning to ensure ALL children an equal opportunity to achieve excellence through high quality, standards-based instruction in a safe, secure, and nurturing environment. In the SSUSD, learning is supported through appropriate allocation and monitoring of fiscal resources to prepare students to work and function in a diverse technologically dynamic world. Personnel are committed to work collaboratively toward these goals through positive interaction and communication with students, parents, community members and fellow staff, maintaining what has become our positive and unique "family feeling."

The District also takes pride with its partnerships throughout the Santa Clarita Valley. The Board of Trustees and Staff believe that it is important to collaborate with our community partners to further enhance student learning throughout the District. A few of the community partners that have continued to assist the District's goals of increasing students' achievements are: Santa Clarita Education Foundation, Canyon Country Library, William S. Hart Union School District, College of the Canyons, Apple Headquarters, Kennedy Center Arts Integration Program, Arts for All, and approximately 80 community members that are part of the District's Student and Family Wellness Collaborative. The Collaborative is focused on making sure that the whole child and family are supported, and that they have opportunities provided to them to enhance their child's academic and social development.

The Sulphur Springs Union School District's Local Control and Accountability Plan (LCAP) captures the ideas and suggestions from several stakeholders, such as parents, students, staff, and local SELPA to further enhance and strengthen the actions and services provided to our students. The goal of the LCAP is to provide ALL students, especially English Learners (19.32%), socio-economically disadvantaged (50.72%), students with disabilities (12.2%), and Foster Youth (0.67%), with opportunities to fully reach their potential and achieve academic excellence.

LCAP Highlights

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

In keeping with the Sulphur Springs Union School District's vision of empowering all students through a relevant and personalized education, supporting them as critical thinkers, and providing them the tools, supports, and learning environments needed to be creative innovators, the four LCAP goals have guided the District's priorities, actions, and allocation of resources. The four LCAP goals have led the District's efforts to work with stakeholders to identify best practices and work collaboratively to close the achievement gap. The LCAP goals summarized below further demonstrate the commitment of staff to deliver to ALL students highly effective instructional programs that are aligned to the California State Standards and the Next Generation Science Standards. All of the District's LCAP goals are focused on making sure that there are effective instructional programs, challenging curriculum, aligned assessments, increased focus on engaging students in the learning process, providing intervention and enrichment opportunities, eliminating barriers to ensure that there are equitable allocation of resources, increasing focus on parent and community engagement, and ensuring that all programs and systems throughout the District are culturally and linguistically responsive to meet the needs of our students and their families.

The Sulphur Springs Union School District's four LCAP Goals are:

Goal #1: In order to continue to strengthen student engagement and involvement for all students, including low income, English Learners, and Foster Youth, all students will learn from properly

credentialed administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair.

Goal #2: Increase all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichments in place to foster student success.

Goal #3: All families and the broader community are welcomed and are partners in supporting the whole child.

Goal # 4: All students, including low income, English Learners, and Foster Youth, and will be provided a safe and healthy learning environment to achieve social, emotional, and academic success.

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

The LCAP goals and actions that the Sulphur Springs Union School District Board of Trustees and staff have implemented and completed were conducted in collaboration with various stakeholders within the school community to continue to guide the District's efforts to ensure academic excellence for ALL students. There were several key indicators of increased student achievement and engagement in every student group. There were no student groups in the District's overall results for English Language Arts that were in the orange or red performance levels. However, the following student groups fell into the orange performance levels: mathematics- African American and Students with Disabilities, suspension rate- African American, Foster Youth and Two or More Races, Chronic Absenteeism- English Learners, Filipino, Hispanic, Homeless, and Socioeconomically Disadvantaged. The District had one student group in the red performance: Students with Disabilities for Chronic Absenteeism.

Suspension Rate

The SSUSD staff continues to work on declining the suspension rate for our students. For all students, the District has continued to have a very low suspension rate as depicted in the graph below. The District believes that in order for a child to learn, they must be in school and be provided access to core instruction. Areas where the District will continue to target are: Students with Disabilities, African American, White, Foster Youth, Two or More Races, Filipino, Hispanic, Socioeconomically Disadvantaged. It is important to note that the District increased in the suspension rate for Homeless in 2017, however, for 2018, Homeless moved to the green performance level. Each of the nine schools have implemented a positive behavior program that assists the whole child in supporting their social emotional growth to further enhance learning for all students, especially students at-risk.

Suspension Report	Student Performance	Number of Students	Status	Change
All Students	Yellow	5,742	Low 1.1%	Increased 0.6%
English Learners	Green	1,222	Very Low 0.4%	Increased 0.3%
Foster Youth	Orange	73	High 4.1%	Increased 4.1%
Homeless	Green	361	Low 0.6%	Maintained -0.2%
Socioeconomically Disadvantaged	Yellow	3,170	Low 1.4%	Increased 1.0%
Students with Disabilities	Yellow	756	Low 1.3%	Increased 0.4%
African American	Orange	355	Medium 2.5%	Increased 1.4%
American Indian	*	*	*	*
Asian	Green	262	Very Low 0.4%	Increased 0.4%

Filipino	Yellow	272	Low 0.7%	Increased 0.7%
Hispanic	Yellow	3,153	Low 0.9%	Increased 0.5%
Pacific Islander	*	*	*	*
Two or More Races	Orange	256	Medium 2.7%	Increased Significantly 2.7%
White	Yellow	1,428	Low 1.1%	Increased 0.5%

An asterisk () shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance color is not included when there are fewer than 30 students in any year used to calculate status and change.

English Learner Progress

The District is extremely proud of the work that our staff have done to support our English Learners, and we will continue to strive with assisting our English Learners to obtain reclassification status and mastery of grade level standards. The following shows the performance levels of our English Learner students on the ELPAC (1,028 students).

ELPAC 2017-18 Results

Level	Percentage of EL Students
4- Well Developed	44.1%
3- Moderately Developed	34.4%
2- Somewhat Developed	13.9%
1- Beginning Stage	7.6%

English Language Arts

The District is proud of the continued growth in English Language Arts and will continue to monitor those student groups that scored "maintained" or "increased" to support increased performance. For the 2019-20 school year, the District will work with staff to especially monitor the following student groups since they declined in performance: Foster Youth, Asian, and Filipino. Continued professional development will be provided to staff to increase the performance of all student groups, and staff will increase their knowledge on how to implement the new English Language Arts curriculum, as well as, the supplementary intervention materials to provide support where needed.

English Language Arts Assessment Report

ELA Assessment Report	Student Performance	Number of Students	Status	Change
All Students	Green	2,912	High 21 points above level 3	Maintained +2.3 points
English Learners	Green	859	Medium 0.1 points above level 3	Increased +7.6 points
Foster Youth	None	16	Low 57.2 points below level 3	Declined Significantly -25.1 points
Homeless	Green	150	Medium 3.9 points above level 3	Increased Significantly +30.3 points
Socioeconomically Disadvantaged	Green	1,581	Medium 0.9 points below level 3	Increased +6.8 points
Students with Disabilities	Yellow	421	Low 58.9 points below level 3	Increased +6.6 points
African American	Yellow	181	Medium 0.6 points below level 3	Maintained +1.7 points
American Indian	None	2	*	*
Asian	Green	140	Very High 64.3 points above level 3	Declined -12.3 points

Filipino	Green	129	Very High 71.4 points above level 3	Declined -3.5 points
Hispanic	Green	1,593	Medium 3.9 points above level 3	Increased +5.4 points
Pacific Islander	None	5	*	*
Two or More Races	Blue	130	Very High 5.5 points above level 3	Increased +11.9 points
White	Green	732	High 40.8 points above level 3	Maintained +1.5 points

**An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance color is not included when there are fewer than 30 students in any year used to calculate status and change.*

English Language Arts Data Comparisons: English Learners

Assessment Data	Number of Students	Status	Change
Current English Learners	436	53.1 points below level 3	Increased +12.3 points
Reclassified English Learners	423	55 points above level 3	Increased +4 points
English Only	1,973	28.3 points above level 3	Maintained +0.1 points

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Mathematics

The District will continue to focus on supporting teachers and students in the area of mathematics. The following student groups did increase in their performance from the 2017 results: English Learners, Homeless, Socioeconomically Disadvantaged, Two or More Races and Filipino. The student group that will continue to be monitored is White. Student groups that will be targeted and provided additional intervention support are: Foster Youth, Student with Disabilities, and Asian. For the 2018-19 school year, teachers have been provided professional development that focuses on building conceptual understanding of standards and differentiation. In addition, the professional development provided has focused on supporting teachers who instruct students who are at-risk and students with disabilities. The District is also working with teachers to analyze the math standards, and continues to support teachers with identifying the essential standards per grade level. In addition, teachers are implementing new math intervention programs that support students in need.

Math Assessment Report

Math Assessment Report	Student Performance	Number of Students	Status	Change
All Students	Yellow	2,912	Medium 3.1 points below level 3	Maintained -0.3 points
English Learners	Green	861	Medium 22 points below level 3	Increased +3.6 points
Foster Youth	None	16	Low 92.8 points below level 3	Decreased Significantly -18.2
Homeless	Green	150	Medium 16.3 points below level 3	Increased Significantly +24.6 points

Socioeconomically Disadvantaged	Green	1,581	Medium 24.9 points below level 3	Increased Significantly +3.0 points
Students with Disabilities	Orange	424	Low 80.5 points below level 3	Decreased -3.9 points
African American	Orange	181	Low 32.8 points below level 3	Maintained -1.8 points
American Indian	None	2	*	*
Asian	Green	140	Very high 50.7 points above level 3	Decreased -10.8 points
Filipino	Blue	129	Very high 51.3 points above level 3	Increased +5.1 points
Hispanic	Yellow	1,593	Medium 21.2 points below level 3	Maintained +0.1 points
Pacific Islander	None	5	*	*
Two or More Races	Green	130	High 25 points above level 3	Increased +9.7 points
White	Green	732	High 19.2 points above level 3	Maintained +2.2 points

**An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance color is not included when there are fewer than 30 students in any year used to calculate status and change.*

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

Chronic Absenteeism

The Sulphur Springs Union School District's Chronic Absenteeism performance level for 2018 is in the orange performance level. This is an area where the District has continued to target by providing resources to support students coming to school on a daily basis. Attendance matters for all of the students in the District, especially for those students that are at-risk.

The District has implemented positive intervention programs at each of the schools to assist families and students with removing the barriers that are prohibiting the student from coming to school on a daily basis. In addition, the District has hired a School Social Worker that will further address obstacles that are limiting a student from receiving the full benefit from their educational experience. The School Social Worker also works to provide families appropriate community resources that can support their child coming to school.

The District has also implemented a new software program at each of the schools called *Attention 2 Attendance*. The District recognized that communication to our families needed to improve around attendance, and staff needed a way to reach families in a timely manner before attendance became a problem for the child. Schools in the District are now able to implement an early warning system to families if needed, send out intervention letters to assist the family with getting the child to school, and are able to monitor attendance in a very easy and quick manner. This program now provides consistency across the entire District, and the District Management Team is able to work together in a more cohesive manner to make a difference in the lives of our children.

The student groups that are in the yellow, orange, and red performance levels will be monitored weekly. Students with Disabilities and Filipino student groups will be targeted more strategically since these two groups increased significantly for chronic absenteeism.

Chronic Absenteeism Report	Color	Number of Students	Status Level	Change Level	Current Chronic Absenteeism Rate
All Students	Orange	5,654	Medium	Increased	9.7%
English Learners	Orange	1,204	High	Increased	10.3%
Foster Youth	Yellow	70	High	Declined	12.9%
Homeless	Orange	350	High	Increased	19.4%
Socioeconomically Disadvantaged	Orange	3,123	High	Increased	12.5%
Students with Disabilities	Red	746	High	Increased Significantly	16.5%
African American	Green	339	Medium	Declined	7.4%
American Indian	None	8	*	*	*
Asian	Yellow	258	Low	Increased	4.3%
Filipino	Orange	270	Medium	Increased Significantly	7.0%
Hispanic	Orange	3,111	High	Increased	11.8%
Pacific Islander	None	8	*	*	*
Two or More Races	Yellow	253	Medium	Maintained	9.9%
White	Green	1,407	Medium	Declined	7.0%

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

The District did not have any student groups that scored two or more performance levels below the "all student" performance in each of the state indicators. However, the District continues to plan on addressing performance gaps for student groups that fell into the orange and/or red performance levels by working and collaborating with teachers and administrators to analyze data, implement intervention as needed, and monitor student growth throughout the school year. The District will continue to provide additional intervention for English Learners to ensure that they are improving in their English acquisition. The District will continue to support teachers with implementing the CA English Language Development standards through targeted ELD professional development.

An additional area of focus will be supporting Students with Disabilities in mathematics. Steps the District plans to take to address the performance gap include targeted professional development for special education staff, a focus on differentiated instruction, and providing supplemental resources as needed.

In addition, the District is committed to making sure that the social/emotional needs of all students, especially Low Income, English Learners, and Foster Youth are supported. The District will continue to provide a social worker that will provide a comprehensive school social work services to parents, students, and school staff addressing barriers that limit a student from receiving the full benefit from their educational experience. In addition, school based-counseling is being implemented at all nine schools, as well as, peer counseling services.

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

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

In order to continue to strengthen student engagement and involvement for all students, including low income, English Learners, and Foster Youth, all students will learn from properly credentialed administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 5. Pupil engagement
Local Priorities:

Annual Measurable Outcomes

Expected		Actual
100% of teachers are appropriately assigned and fully credentialed	2018-19 100%	100% of teachers are appropriately assigned and fully credentialed.
100% of facilities in good repair	2018-19 100%	100% of facilities are in good repair.
100% of students have standards aligned materials	2018-19 100%	100% of students have access to standards aligned textbooks and materials.
Increase student attendance rate	2018-19 96%	95.8%
Decrease chronic absenteeism rate	2018-19 8.9%	There has been an increase to 9.7% of chronically absent students.

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
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Recruit and retain highly qualified staff.	For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Recruited and retained highly qualified staff.	\$15,926,229 - LCFF - 1000-1999 Certificated Salaries \$4,456,272 - LCFF - 2000-2999 Classified Salaries \$8,535,902 - LCFF - 3000-3999 Employee Benefits \$1,424,814 - Other Local Revenues - 1000-1999 Certificated Salaries \$1,396,558 - Other Local Revenues - 2000-2999 Classified Salaries \$1,444,238 - Other Local Revenues - 3000-3999 Employee Benefits	\$15,837,297 - LCFF - 1000-1999 Certificated Salaries \$4,458,644 - LCFF - 2000-2999 Classified Salaries \$8,445,633 - LCFF - 3000-3999 Employee Benefits \$1,430,905 - Other Local Revenues - 1000-1999 Certificated Salaries \$1,577,202 - Other Local Revenues - 2000-2999 Classified Salaries \$1,409,233 - Other Local Revenues - 3000-3999 Employee Benefits

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools	For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools	\$873,924 - LCFF - 1000-1999 Certificated Salaries \$170,625 - LCFF - 3000-3999 Employee Benefits \$771 - LCFF - 4000-4999 Books and Supplies \$60,629 - LCFF - 5000-5999 Services and	\$981,561 - LCFF - 1000-1999 Certificated Salaries \$208,778 - LCFF - 3000-3999 Employee Benefits \$0 - LCFF - 4000-4999 Books and Supplies \$57,255 - LCFF - 5000-5999 Services and

Provide dedicated staff professional development time (three full days) to disseminate district initiatives that support targeted subgroups. Two full days and four minimum days for parent engagement, one day and five minimum days for teacher planning time.

Dedicated staff professional development time was implemented three full days. Two full days and four minimum days for parent engagement were completed, as well as, one day and five minimum days for teacher planning time.

Other Operating Expenses

Other Operating Expenses

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide instructional textbook materials for preschool through 6th grade that are standards aligned in all subject areas.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provided instructional materials for preschool through grade 6 that are standards aligned in all subject areas.</p>	<p>\$0 - LCFF - 4000-4999 Books and Supplies \$166,003 - Other State Revenues - 4000-4999 Books and Supplies</p>	<p>\$134,000 - Other State Revenues - 4000-4999 Books and Supplies</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide instructional materials to support the educational program.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provided instructional materials to support the educational program.</p>	<p>\$177,051 - LCFF - 4000-4999 Books and Supplies</p>	<p>\$180,394 - LCFF - 4000-4999 Books and Supplies</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Implement district maintenance plan to repair and maintain facilities and play areas.	For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Implemented district maintenance plan to repair and maintain facilities and play areas.	\$443,999 - LCFF - 4000-4999 Books and Supplies \$693,023 - LCFF - 5000-5999 Services and Other Operating Expenses	\$444,354 - LCFF - 4000-4999 Books and Supplies \$902,429 - LCFF - 5000-5999 Services and Other Operating Expenses

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Maintain yard supervisors at all sites and provide yard supervisor training and review safety handbook.	For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Maintained yard supervisors at all sites and provided yard supervisor training and reviewed the safety handbook.	\$515,198 - LCFF - 2000-2999 Classified Salaries \$48,796 - LCFF - 3000-3999 Employee Benefits	\$532,630 - LCFF - 2000-2999 Classified Salaries \$46,552 - LCFF - 3000-3999 Employee Benefits

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement	For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement	\$0	\$0

Students to be Served: All

Location: All Schools

Conduct annual safety drills at all school sites and District Office.

Students to be Served

Location: All Schools

Conducted annual safety drills at all school sites and at the District Office.

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Continue to provide annual training to District and school site staff on AB 490 regulations to support Foster Youth.	For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Provided annual training to District and school site staff on AB 490 regulations to support Foster Youth.	\$0	\$0

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools	For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools	\$1,157 - LCFF - 4000-4999 Books and Supplies	\$3,639 - LCFF - 4000-4999 Books and Supplies \$2,263 - Other Local Revenues - 4000-4999 Books and Supplies

Regularly monitor attendance of all students, especially unduplicated student population, and provide site based and District wide incentives like banners, certificates and special assemblies to increase attendance and support learning.

Monitored attendance on regular basis for all students, especially unduplicated student population, and provided site based and District wide incentives, like banners, certificated, and special assemblies to increase attendance and support learning.

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide transportation to and from school for unduplicated student population living outside the allowable zone to walk to school.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provided transportation to and from school for unduplicated student population living outside the allowable zone to walk to school.</p>	<p>\$152,870 - LCFF - 5000-5999 Services and Other Operating Expenses \$1,531 - Federal Revenues - Title I - 7000-7499 Other</p>	<p>\$123,475 - LCFF - 5000-5999 Services and Other Operating Expenses \$182 - Federal Revenues - Title I - 7000-7499 Other \$3,779 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p>

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Hire custodial supervisor and two</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Hired a custodial supervisor and two</p>	<p>\$0 \$87,336 - LCFF - 2000-2999 Classified Salaries \$45,021 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$83,352 - LCFF - 2000-2999 Classified Salaries \$43,668 - LCFF - 3000-3999 Employee Benefits</p>

four-hour custodians to support with maintenance of facilities.

four-hour custodians to support with maintenance of facilities.

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 California School Dashboard, as applicable.

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

The 11 actions supported the goal of all students learning from properly credentialed administrators and teachers in their authorized area of instruction, having access and utilizing standards aligned instructional materials in safe school facilities that are in good repair. All 11 actions were completed during the 2018-19 school year. An area of continued focus is with monitoring chronic absenteeism since we had an increase from the prior year.

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

By having high quality staff and well-trained teachers, students were provided an exceptional education program that supported all students, especially low income, Foster Youth, and English Learners. Safety drills were conducted on a regular basis throughout the year which greatly supported students and staff to feel safe at school and know what to do in the event of an emergency. The District continued to provide a behavioral support team to partner with teachers to provide a conducive learning environment that has supported learning in the classrooms. Positive behavior programs at all schools has continued to provide less suspensions and students being more engaged. By hiring additional custodial support has greatly supported staff and cleanliness at all school sites.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The District modified the minimum days for this school year to ensure that teachers had enough time after school to engage parents in their students education. The District increased minimum days from 9 days to 11 days. The District also decreased the minimum day school day from 220 minutes to 205 minutes. These items increased our expenditures. (1.2)

The District saw a decline in enrollment of 59 students and therefore did not see a need to buy as many textbooks as anticipated. (1.3)

Due to an unusually rainy season, the District saw a higher need in maintaining facilities and play areas. (1.5)

The District had a strong focus on attendance this year. The District created various incentive programs to encourage students to come to school every day. This included having students earn a Brag Tag for every month that they had perfect attendance. (1.9)

This year, the District experienced a declining shift in the number of unduplicated students who ride the school bus. This is due to

enrollment being down as well as the District making an effort to keep students in their home schools as much as possible. (1.)

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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

The following actions were modified and/or deleted to support the 2019-20 Goal 1:

- Action 3, modified to state all approved textbooks and materials for the core curriculum.
- Action 6, modified, reworded for clarity.
- Action 8, deleted, this action is done annually and is part of our mandated activities.
- Action 9, modified, added language for emphasis on engaging families.
- Action 11, deleted, this position was already hired and does not need to be restated.

Goal 2

Increase all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichments in place to foster student success.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 7. Course access; 8. Other pupil outcomes

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

**Increase of Smarter Balanced
Assessment ELA scores in
Standards Met and Standards
Exceeded**

**2018-19
SBA ELA:**

3rd Grade Overall- 61%

4th Grade Overall- 56%

5th Grade Overall- 62%

6th Grade Overall- 61%

All Students-60%

African American-53%

Asian-83%

Filipino-83%

Hispanic-50%

Two or More Races-72%

White-71%

English Learners- 18%

Economically Disadvantaged- 48%

CAA ELA:

All Students- 24%

SBA ELA:

3rd Grade Overall- 60%

4th Grade Overall- 64%

5th Grade Overall- 58%

6th Grade Overall- 63%

All Students-60%

African American-52%

Asian-77%

Filipino-83%

Hispanic-53%

Two or More Races-76%

White-72%

English Learners- 22%

Economically Disadvantaged- 53%

CAA ELA:

All Students- 23%

Increase of Smarter Balanced/CAA2018-19**Assessment Math scores in Standards Met and Standards Exceeded****SBA Math:**

3rd Grade Overall- 59%

4th Grade Overall- 48%

5th Grade Overall- 43%

6th Grade Overall- 48%

All Students-50%

African American-36%

Asian-76%

Filipino-75%

Hispanic-41%

Two or More Races-54%

White-61%

English Learners-16%

Economically Disadvantaged- 37%

CAA Math:

All Students- 39%

SBA Math:

3rd Grade Overall- 56%

4th Grade Overall- 53%

5th Grade Overall- 41%

6th Grade Overall- 50%

All Students-50%

African American-36%

Asian-67%

Filipino-77%

Hispanic-42%

Two or More Races-65%

White-61%

English Learners-16%

Economically Disadvantaged-40%

CAA Math:

All Students- 16%

Increase of English Language Learners achieving English Proficiency**2018-19**

100% of teachers will complete the SSUSD ELD Matrix - documents CA ELD Standards that ELs have mastered during the school year.

100% of teachers completed the SSUSD ELD Matrix, which documents CA ELD Standards that EL students have mastered during the school year.

Increase percentage of RFEP students**2018-19**

0.5% increase over number of students reclassified last year

To date we have reclassified 133 students which represents an increase of 9.6% increased over the number of students reclassified last year.

Reduce number of Long Term English Learners (LTELs)**2018-19**

31

There has been an increase of 13 students classified as Long Term



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>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide staff professional development, conferences, and workshops to support the educational program in all content areas (Ex. ELA, ELD, math, science, etc).</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provided staff professional development, conferences, and workshops to support the educational program in all content areas (ex, ELA, ELD, math, science, etc)</p>	<p>\$0</p> <p>\$0</p> <p>\$14,287 - Federal Revenues - Title I - 1000-1999 Certificated Salaries</p> <p>\$2,782 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p> <p>\$52,795 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$0 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$11,666 - Federal Revenues - Title II - 1000-1999 Certificated Salaries</p> <p>\$2,271 - Federal Revenues - Title II - 3000-3999 Employee Benefits</p> <p>\$10,279 - LCFF - 3000-3999 Employee Benefits</p> <p>\$15,357 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$904 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p> <p>\$1,042 - Federal Revenues - Title I - 7000-7499 Other</p>	<p>\$0</p> <p>\$0</p> <p>\$16,269 - Federal Revenues - Title I - 1000-1999 Certificated Salaries</p> <p>\$3,402 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p> <p>\$183,515 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$0 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$64,667 - Federal Revenues - Title II - 1000-1999 Certificated Salaries</p> <p>\$9,787 - Federal Revenues - Title II - 3000-3999 Employee Benefits</p> <p>\$62,103 - LCFF - 3000-3999 Employee Benefits</p> <p>\$25,948 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$910 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p> <p>\$1,731 - Federal Revenues - Title I - 7000-7499 Other</p> <p>\$19,476 - Federal</p>

		Revenues - Title III - 1000-1999 Certificated Salaries \$24,156 - LCFF - 2000-2999 Classified Salaries \$4,143 - Federal Revenues - Title III - 3000-3999 Employee Benefits \$10,112 - LCFF - 4000-4999 Books and Supplies \$1,251 - Federal Revenues - Title II - 4000-4999 Books and Supplies \$52,084 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses \$2,556 - Federal Revenues - Title II - 7000-7499 Other \$472 - Federal Revenues - Title III - 7000-7499 Other \$15,400 - Federal Revenues - Title I - 4000-4999 Books and Supplies
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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Third payment for California State ELA/ELD Standards based Textbooks.	For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools The third payment for California State ELA/ELD standards based textbooks and materials was made.	\$516,960 - Other State Revenues - 4000-4999 Books and Supplies	\$511,126 - Other State Revenues - 4000-4999 Books and Supplies

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Purchase California State supplementary and/or digital standards based materials (i.e. Renaissance Products, Imagine Learning, Brain Pop, etc.) to assist with intervention for students at risk and support enrichment programs, especially for low income, Foster Youth and English Learners and provide professional development for these curricular programs.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Purchased California State supplementary and/or digital standards based materials (i.e. Renaissance Products, Imagine Learning, Brain Pop, etc.) to assist with intervention for students at risk, supported enrichment programs, especially for low income, Foster Youth and English Learners and provided professional development for these curricular programs.</p>	<p>\$303,345 - LCFF - 4000-4999 Books and Supplies</p> <p>\$17,595 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$130,624 - Federal Revenues - Title I - 4000-4999 Books and Supplies</p>	<p>\$264,349 - LCFF - 4000-4999 Books and Supplies</p> <p>\$12,715 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$133,488 - Federal Revenues - Title I - 4000-4999 Books and Supplies</p> <p>\$21,677 - Other Local Revenues - 4000-4999 Books and Supplies</p> <p>\$6,421 - Federal Revenues - Title I - 7000-7499 Other</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide planning time for teachers to</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provided planning time for teachers to</p>	<p>\$2,336 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$455 - LCFF - 3000-3999 Employee Benefits</p> <p>\$2,680 - Federal Revenues - Title I - 1000-1999 Certificated Salaries</p> <p>\$521 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p> <p>\$3,719 - Federal Revenues</p>	<p>\$9,512 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$2,023 - LCFF - 3000-3999 Employee Benefits</p> <p>\$53,755 - Federal Revenues - Title I - 1000-1999 Certificated Salaries</p> <p>\$11,434 - Federal Revenues - Title I - 3000-3999 Employee</p>

collaborate on supporting unduplicated students.

collaborate on supporting unduplicated students.

- Title I - 5000-5999
Services and Other
Operating Expenses
\$22,318 - Federal
Revenues - Title I -
7000-7499 Other
\$2,041 - Other Local
Revenues - 7000-7499
Other

Benefits
\$1,402 - Federal Revenues
- Title I - 5000-5999
Services and Other
Operating Expenses
\$3,203 - Federal Revenues
- Title I - 7000-7499 Other
\$0 - Other Local Revenues
- 7000-7499 Other
\$1,445 - LCFF - 5000-5999
Services and Other
Operating Expenses

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Continue to support teachers and administrators with professional development with monitoring student data to assist with providing intervention as needed.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Continued to support teachers and administrators with professional development with monitoring student data to assist with providing intervention as needed.</p>	<p>\$29,535 - LCFF - 4000-4999 Books and Supplies \$51,360 - LCFF - 2000-2999 Classified Salaries \$15,149 - LCFF - 3000-3999 Employee Benefits \$5,571 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$27,198 - LCFF - 4000-4999 Books and Supplies \$52,014 - LCFF - 2000-2999 Classified Salaries \$16,767 - LCFF - 3000-3999 Employee Benefits \$4,617 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p>	<p>\$1,405 - LCFF - 1000-1999 Certificated Salaries \$273 - LCFF - 3000-3999</p>	<p>\$320 - LCFF - 1000-1999 Certificated Salaries \$87 - LCFF - 3000-3999</p>

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

Scope of Service: LEA-wide

Location: All Schools

Increase the number of students, especially English Learners, Foster Youth, Low Income, who scored a 3 or 4 on the CAASPP for ELA and math through the implementation of the CA State Standards by providing during, before, and after school interventions.

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

Scope of Service: LEA-wide

Location: All Schools

The number of English Learners and Low Income scoring a 3 or 4 on the CAASPP for ELA and math increased from 2017.

ELA:

English Learners, 22.25% (2018), 18.38% (2017).

Low Income, 52.50% (2018), 48.43% (2017)

Foster Youth (not enough in student group for CAASPP results)

Math:

English Learners, 18.32% (2018), 16.19% (2017)

Low Income, 39.64% (2018), 36.63% (2017)

Foster Youth (not enough in student group for CAASPP results)

Employee Benefits
\$5,315 - LCFF - 4000-4999
Books and Supplies

Employee Benefits
\$4,617 - LCFF - 4000-4999
Books and Supplies
\$3,055 - Federal Revenues
- Title I - 4000-4999 Books
and Supplies
\$147 - Federal Revenues -
Title I - 7000-7499 Other

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income	For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income	\$681,826 - LCFF - 1000-1999 Certificated Salaries \$132,752 - LCFF - 3000-3999 Employee Benefits \$47,245 - LCFF -	\$592,528 - LCFF - 1000-1999 Certificated Salaries \$126,031 - LCFF - 3000-3999 Employee Benefits \$34,563 - LCFF -

<p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide additional instructional minutes to deliver an intensive instructional program to unduplicated students to further support their mastery of English proficiency and of grade level standards and provide professional development for teachers to support this action.</p>	<p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provided additional instructional minutes to deliver an intensive instructional program to unduplicated students to further support their mastery of English proficiency and of grade level standards and provided professional development for teachers to support this action.</p>	<p>5000-5999 Services and Other Operating Expenses</p>	<p>5000-5999 Services and Other Operating Expenses</p>
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Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Provide intervention and training to increase Reclassified Fully English Proficient (RFEP) numbers from previous year.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Provided intervention and training to increase Reclassified Fully English Proficient (RFEP) numbers from previous year.</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries \$1,566 - LCFF - 3000-3999 Employee Benefits \$17,874 - LCFF - 2000-2999 Classified Salaries \$982 - LCFF - 4000-4999 Books and Supplies \$1,184 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries \$616 - LCFF - 3000-3999 Employee Benefits \$7,052 - LCFF - 2000-2999 Classified Salaries \$0 - LCFF - 4000-4999 Books and Supplies \$369 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p>	<p>\$76,300 - Federal Revenues - Title III - 1000-1999 Certificated Salaries</p>	<p>\$36,889 - Federal Revenues - Title III - 1000-1999 Certificated Salaries</p>

Students to be Served: English Learners

Scope of Service: Limited to
Unduplicated Student Group(s)

Location: All Schools

Maintain EL Program Coordinator to
support ELs and ELD instruction and to
monitor and supervise ELPAC
Assessment and DELAC.

Students to be Served: English Learners

Scope of Service: Limited to
Unduplicated Student Group(s)

Location: All Schools

Maintained EL Program Coordinator to
support ELs and ELD instruction and to
monitor and supervise ELPAC
Assessment and DELAC.

\$30,352 - Federal
Revenues - Title III -
3000-3999 Employee
Benefits
\$9,537 - Federal Revenues
- Title I - 1000-1999
Certificated Salaries
\$3,794 - Federal Revenues
- Title I - 3000-3999
Employee Benefits
\$9,537 - LCFF - 1000-1999
Certificated Salaries
\$3,794 - LCFF - 3000-3999
Employee Benefits

\$15,561 - Federal
Revenues - Title III -
3000-3999 Employee
Benefits
\$4,611 - Federal Revenues
- Title I - 1000-1999
Certificated Salaries
\$1,945 - Federal Revenues
- Title I - 3000-3999
Employee Benefits
\$4,611 - LCFF - 1000-1999
Certificated Salaries
\$1,945 - LCFF - 3000-3999
Employee Benefits
\$315 - Federal Revenues -
Title I - 7000-7499 Other
\$1,049 - Federal Revenues
- Title III - 7000-7499 Other

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: Limited to Unduplicated Student Group(s) Location: All Schools Support by providing substitutes to release teachers with the implementation of the Summative English Language Proficiency Assessment for California (ELPAC).	For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: Limited to Unduplicated Student Group(s) Location: All Schools Substitutes were provided to release teachers with the implementation of the Summative English Language Proficiency Assessment for California (ELPAC).	\$22,788 - LCFF - 1000-1999 Certificated Salaries \$2,172 - LCFF - 3000-3999 Employee Benefits \$1,177 - LCFF - 2000-2999 Classified Salaries \$666 - LCFF - 4000-4999 Books and Supplies	\$22,475 - LCFF - 1000-1999 Certificated Salaries \$4,886 - LCFF - 3000-3999 Employee Benefits \$0 - LCFF - 2000-2999 Classified Salaries \$0 - LCFF - 4000-4999 Books and Supplies

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide trained staff to administer the Initial English Language Proficiency Assessment of California (ELPAC).</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Staff were provided training to administer the Initial English Language Proficiency Assessment of California (ELPAC).</p>	<p>\$2,250 - LCFF - 2000-2999 Classified Salaries</p> <p>\$197 - LCFF - 3000-3999 Employee Benefits</p> <p>\$142 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$5,521 - LCFF - 2000-2999 Classified Salaries</p> <p>\$1,613 - LCFF - 3000-3999 Employee Benefits</p> <p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Teachers on Special Assignment (TOSA) at the school site level provide instruction, support and/or intervention in core subjects as well as attend conferences.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Teachers on Special Assignment (TOSA) at the school site level provided instruction, support, and/or intervention in core subjects as well as attended conferences.</p>	<p>\$19,561 - LCFF - 2000-2999 Classified Salaries</p> <p>\$1,714 - LCFF - 3000-3999 Employee Benefits</p> <p>\$267,023 - Federal Revenues - Title I - 1000-1999 Certificated Salaries</p> <p>\$55,479 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p> <p>\$1,243 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$18,705 - Federal Revenues - Title I - 7000-7499 Other</p> <p>\$160 - LCFF - 1000-1999 Certificated Salaries</p>	<p>\$27,438 - LCFF - 2000-2999 Classified Salaries</p> <p>\$17,828 - LCFF - 3000-3999 Employee Benefits</p> <p>\$82,933 - Federal Revenues - Title I - 1000-1999 Certificated Salaries</p> <p>\$32,117 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p> <p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$6,725 - Federal Revenues - Title I - 7000-7499 Other</p> <p>\$42,723 - LCFF - 1000-1999 Certificated Salaries</p>

\$24,767 - Federal
Revenues - Title I -
2000-2999 Classified
Salaries

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide outside of the school year intervention and enrichment opportunities (Academies during summer and winter breaks for students, especially Low Income, English Learners, and Foster Youth; Summer AR Reading Program, Curriculum Correspondence Program, etc.).</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Outside of school year intervention and enrichment opportunities (Academies during summer and winter breaks for students, especially Low Income, English Learners, and Foster Youth; Summer AR Reading Program, Curriculum Correspondence Program, etc.) was provided.</p>	<p>\$33,104 - Federal Revenues - Title I - 1000-1999 Certificated Salaries</p> <p>\$7,185 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p> <p>\$1,630 - Federal Revenues - Title I - 4000-4999 Books and Supplies</p> <p>\$2,522 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$2,917 - LCFF - 2000-2999 Classified Salaries</p> <p>\$1,035 - LCFF - 3000-3999 Employee Benefits</p> <p>\$0 - LCFF - 4000-4999 Books and Supplies</p> <p>\$1,939 - Federal Revenues - Title I - 2000-2999 Classified Salaries</p> <p>\$2,544 - Federal Revenues - Title I - 7000-7499 Other</p>	<p>\$5,688 - Federal Revenues - Title I - 1000-1999 Certificated Salaries</p> <p>\$1,210 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p> <p>\$0 - Federal Revenues - Title I - 4000-4999 Books and Supplies</p> <p>\$1,640 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$9,021 - LCFF - 2000-2999 Classified Salaries</p> <p>\$2,988 - LCFF - 3000-3999 Employee Benefits</p> <p>\$0 - LCFF - 4000-4999 Books and Supplies</p> <p>\$0 - Federal Revenues - Title I - 2000-2999 Classified Salaries</p> <p>\$332 - Federal Revenues - Title I - 7000-7499 Other</p> <p>\$19,243 - Federal Revenues - Title III - 1000-1999 Certificated Salaries</p> <p>\$4,093 - Federal Revenues - Title III - 3000-3999 Employee Benefits</p> <p>\$1,200 - LCFF - 4000-4999 Books and Supplies</p> <p>\$4,232 - LCFF - 5000-5999 Services and Other</p>

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Continue articulation with Hart District to support students transitioning to the middle school.	For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Articulation with Hart District completed to support students transitioning to the middle school through meetings and student support opportunities.	\$0	\$0

Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: Leona Cox School and Fair Oaks Ranch School Assistant Principals will be provided professional development in order to provide targeted support to unduplicated students at Leona Cox and Fair Oaks	For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: Leona Cox and Fair Oaks Ranch Schools Assistant Principals were provided professional development in order to provide targeted support to unduplicated students at Leona Cox and Fair Oaks	\$222,402 - LCFF - 1000-1999 Certificated Salaries \$82,810 - LCFF - 3000-3999 Employee Benefits \$17,702 - LCFF - 5000-5999 Services and Other Operating Expenses	\$237,031 - LCFF - 1000-1999 Certificated Salaries \$89,341 - LCFF - 3000-3999 Employee Benefits \$15,698 - LCFF - 5000-5999 Services and Other Operating Expenses \$1,415 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses

Ranch Schools. These two schools are the only schools in the District that have assistant principals to provide increased support to unduplicated students.

Ranch Schools. These schools are the only schools in the District that have assistant principals to provide increased support to unduplicated students.

Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Continue Library Resource Technicians to support unduplicated students' literacy skills to meet grade level standards and provide them professional development.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Continued Library Resource Technicians to support unduplicated students' literacy skills to meet grade level standards and provide them professional development.</p>	<p>\$143,881 - LCFF - 2000-2999 Classified Salaries \$94,460 - LCFF - 3000-3999 Employee Benefits \$13,824 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$60,886 - LCFF - 2000-2999 Classified Salaries \$49,244 - LCFF - 3000-3999 Employee Benefits \$5,297 - LCFF - 5000-5999 Services and Other Operating Expenses \$68,288 - Other State Revenues - 2000-2999 Classified Salaries \$51,313 - Other State Revenues - 3000-3999 Employee Benefits</p>

Action 17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Fair Oaks Ranch, Mitchell, Mint, Valley View, Leona Cox, Canyon Springs</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Fair Oaks Ranch, Mitchell, Mint, Valley View, Leona Cox, Canyon Springs</p>	<p>\$141,563 - Federal Revenues - Title I - 1000-1999 Certificated Salaries \$66,179 - Federal Revenues - Title I - 3000-3999 Employee Benefits \$393 - Federal Revenues - Title I - 5000-5999 Services and Other Operating</p>	<p>\$83,479 - Federal Revenues - Title I - 1000-1999 Certificated Salaries \$17,773 - Federal Revenues - Title I - 3000-3999 Employee Benefits \$0 - Federal Revenues - Title I - 5000-5999 Services and Other Operating</p>

Provide schools Teachers on Special Assignment (TOSAs) that will provide coaching and intervention support for teachers to support students who are at risk.

Provided schools Teachers on Special Assignment (TOSAs) that provided coaching and intervention support for teachers to support students who are at risk.

Expenses

Expenses

\$495 - Federal Revenues - Title I - 4000-4999 Books and Supplies
\$4,894 - Federal Revenues - Title I - 7000-7499 Other

Action 18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Purchase materials and resources to support the implementation of the Next Generation Science Standards (NGSS).</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Purchased materials and resources to support the implementation of the Next Generation Science Standards (NGSS).</p>	<p>\$2,361 - LCFF - 4000-4999 Books and Supplies \$3,413 - Other Local Revenues - 5000-5999 Services and Other Operating Expenses</p>	<p>\$2,905 - LCFF - 4000-4999 Books and Supplies \$6,132 - Other Local Revenues - 5000-5999 Services and Other Operating Expenses \$135 - LCFF - 5000-5999 Services and Other Operating Expenses \$3,576 - Federal Revenues - Title I - 4000-4999 Books and Supplies \$2,375 - Other Local Revenues - 4000-4999 Books and Supplies \$407 - Federal Revenues - Title I - 7000-7499 Other</p>

Action 19

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p>	<p>\$0 - LCFF - 4000-4999 Books and Supplies \$0 - LCFF - 5000-5999 Services and Other Operating Expenses \$52,490 - Other Local Revenues - 5000-5999 Services and Other</p>	<p>\$0 - LCFF - 4000-4999 Books and Supplies \$0 - LCFF - 5000-5999 Services and Other Operating Expenses \$78,716 - Other Local Revenues - 5000-5999 Services and Other</p>

Location: All Schools

Implement and purchase materials to support the visual and performing arts (VAPA) plan which focuses on arts integration.

Location: All Schools

Implemented and purchased materials to support the visual and performing arts (VAPA) plan which focused on arts integration.

Operating Expenses
\$0 - Federal Revenues -
Title I - 5000-5999 Services
and Other Operating
Expenses
\$128 - LCFF - 1000-1999
Certificated Salaries
\$25 - LCFF - 3000-3999
Employee Benefits
\$997 - Federal Revenues -
Title II - 5000-5999
Services and Other
Operating Expenses
\$8,444 - Other Local
Revenues - 4000-4999
Books and Supplies

Operating Expenses
\$75,604 - Federal
Revenues - Title I -
5000-5999 Services and
Other Operating Expenses
\$0 - LCFF - 1000-1999
Certificated Salaries
\$0 - LCFF - 3000-3999
Employee Benefits
\$0 - Federal Revenues -
Title II - 5000-5999
Services and Other
Operating Expenses
\$0 - Other Local Revenues
- 4000-4999 Books and
Supplies
\$14,000 - LCFF -
5000-5999 Services and
Other Operating Expenses
\$527 - Federal Revenues -
Title I - 4000-4999 Books
and Supplies
\$3,662 - Federal Revenues
- Title I - 7000-7499 Other

Action 20

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Students participate in a minimum of 200 minutes of physical education every two weeks, and supplies are purchased as needed to support students' physical educational programs.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Students participated in a minimum of 200 minutes of physical education every two weeks, and supplies were purchased as needed to support students' physical educational programs.</p>	<p>\$1,359 - LCFF - 4000-4999 Books and Supplies</p>	<p>\$5,553 - LCFF - 4000-4999 Books and Supplies</p>

Action 21

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Purchase technology and equipment to support the basic program.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Purchased technology and equipment to support the basic program.</p>	<p>\$202,196 - LCFF - 4000-4999 Books and Supplies</p>	<p>\$259,289 - LCFF - 4000-4999 Books and Supplies \$27,724 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 22

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Purchase devices and provide training to staff to support unduplicated students accessing supplementary materials using technology.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Purchased devices and provided training to staff to support unduplicated students accessing supplementary materials using technology.</p>	<p>\$371,373 - LCFF - 4000-4999 Books and Supplies \$57,504 - LCFF - 2000-2999 Classified Salaries \$35,498 - LCFF - 3000-3999 Employee Benefits \$63,104 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$390,016 - LCFF - 4000-4999 Books and Supplies \$37,295 - LCFF - 2000-2999 Classified Salaries \$21,276 - LCFF - 3000-3999 Employee Benefits \$21,577 - LCFF - 5000-5999 Services and Other Operating Expenses \$174,362 - Federal Revenues - Title I - 4000-4999 Books and Supplies \$6,747 - Other State Revenues - 4000-4999 Books and Supplies \$28,577 - Other Local Revenues - 4000-4999 Books and Supplies \$10,005 - Federal</p>

Revenues - Title I -
5000-5999 Services and
Other Operating Expenses
\$8,868 - Federal Revenues
- Title I - 7000-7499 Other

Action 23

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide Computer and Science Lab Assistants as well as supplementary materials at all sites to support unduplicated students skills to meet grade level standards and provide them training.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provided Computer and Science Lab Assistants as well as supplementary materials at all sites to support unduplicated students skills to meet grade level standards and provided them training.</p>	<p>\$228,167 - LCFF - 2000-2999 Classified Salaries \$28,671 - LCFF - 3000-3999 Employee Benefits \$14,897 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$233,644 - LCFF - 2000-2999 Classified Salaries \$29,344 - LCFF - 3000-3999 Employee Benefits \$12,650 - LCFF - 5000-5999 Services and Other Operating Expenses \$1,084 - LCFF - 4000-4999 Books and Supplies</p>

Action 24

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p>	<p>\$83,180 - LCFF - 1000-1999 Certificated Salaries \$35,963 - LCFF - 3000-3999 Employee Benefits \$6,947 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$19,422 - LCFF - 1000-1999 Certificated Salaries \$8,956 - LCFF - 3000-3999 Employee Benefits \$1,365 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Location: All Schools

Maintain one Technology TOSA to support technology integration in all content areas.

Location: All Schools

Maintained District level TOSA focused on technology to support technology integration in all content areas.

Action 25

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: Canyon Springs, Leona Cox, Valley View</p> <p>Maintain full day transitional kindergarten at all sites to provide access to strong early childhood programs that will strengthen students social and academic skills, especially for unduplicated students.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: Canyon Springs, Leona Cox, Valley View</p> <p>Maintained full day transitional kindergarten at all sites to provide access to strong early childhood programs that will strengthen students social and academic skills, especially for unduplicated students.</p>	<p>\$420,493 - LCFF - 1000-1999 Certificated Salaries \$185,732 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$447,444 - LCFF - 1000-1999 Certificated Salaries \$195,870 - LCFF - 3000-3999 Employee Benefits</p>

Action 26

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p>	<p>\$64,048 - LCFF - 1000-1999 Certificated Salaries \$18,738 - LCFF - 2000-2999 Classified Salaries \$36,861 - LCFF -</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries \$18,738 - LCFF - 2000-2999 Classified Salaries \$15,124 - LCFF - 3000-3999 Employee</p>

<p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Director of Curriculum and Instruction to support student achievement for all students, especially unduplicated students.</p>	<p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Maintained the position of Director of Curriculum and Instruction to support student achievement for all students, especially unduplicated students.</p>	<p>3000-3999 Employee Benefits</p> <p>\$38,428 - Federal Revenues - Title I - 1000-1999 Certificated Salaries</p> <p>\$11,243 - Federal Revenues - Title I - 2000-2999 Classified Salaries</p> <p>\$22,116 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p> <p>\$25,620 - Federal Revenues - Title II - 1000-1999 Certificated Salaries</p> <p>\$7,495 - Federal Revenues - Title II - 2000-2999 Classified Salaries</p> <p>\$14,744 - Federal Revenues - Title II - 3000-3999 Employee Benefits</p>	<p>Benefits</p> <p>\$42,863 - Federal Revenues - Title I - 1000-1999 Certificated Salaries</p> <p>\$0 - Federal Revenues - Title I - 2000-2999 Classified Salaries</p> <p>\$19,961 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p> <p>\$9,267 - Federal Revenues - Title II - 1000-1999 Certificated Salaries</p> <p>\$0 - Federal Revenues - Title II - 2000-2999 Classified Salaries</p> <p>\$2,975 - Federal Revenues - Title II - 3000-3999 Employee Benefits</p> <p>\$11,585 - Federal Revenues - Title III - 1000-1999 Certificated Salaries</p> <p>\$6,324 - Federal Revenues - Title III - 3000-3999 Employee Benefits</p> <p>\$3,022 - Federal Revenues - Title I - 7000-7499 Other</p> <p>\$245 - Federal Revenues - Title II - 7000-7499 Other</p>
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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 California School Dashboard, as applicable.

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

Completed 26 out of 26 actions in order to increase all student achievement with full implementation of California State Standards in all core content areas. The district focused on the implementation of rigorous instruction through the use of standards and researched based ELA/ELD, mathematics, social studies and science instructional materials. Staff were provided professional development in core content areas, planning time, professional

development which was focused on technology integration and English Language Development. There was a strong focus on English Language Development and mathematics professional development for all administrators and teachers to support English Learners and students with special needs in the classroom through designated and integrated ELD as well as differentiated instruction. Research-based supplemental and intervention materials for English Language Arts and math was purchased and implemented at the sites with student data showing improvement for students as measured by local assessments. Outside of the school year academies for intervention and enrichment provided by Sulphur Springs Union School District teachers and the partnership with the local library with the Summer AR Reading Program also supported student access to standards in ELA and mathematics. Students at the annual District STEAM Expo shared their understanding of skills learned throughout the school year. Sites continued to support science, arts integration, and physical education by providing necessary supplies and materials as well as time for planning and implementation.

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

Providing targeted professional development for teachers and administrators has been very beneficial. The District has provided researched and standards based instructional ELA/ELD materials, support and intervention materials, ongoing support from the EL Program Coordinator, and provided opportunities for additional instructional time to increase the percentage of English Learners, Low Income, and Foster Youth in making progress in English Language Arts and mathematics. Progress toward acquired grade level standards has been measured on the SBA. Data on the California Dashboard indicate that students maintained their progress, scoring in the "green" area in ELA by scoring 21 points above standard. In mathematics, students maintained their progress, scoring in the "yellow" area. This is the second year that English Learner students have participated in the ELPAC assessment. English Learner students in the District have made steady progress each year with 128 students meeting eligibility for reclassification during 2018-19 school year. The SSUSD monitors progress of EL students by use of the ELD Matrix which documents ELs progress on mastering grade level English Language Development standards. The use of ELD materials support teachers in providing 30 minutes of Designated ELD instruction. The EL Program Coordinator delivered PD focused on the ELPAC and the matrix to prepare teachers for assessing their English Learners and also learning about what the students are expected to be able to do when taking the ELPAC as well as classroom expectations.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The District provided additional professional development for staff to support all educational programs especially for unduplicated students. (2.1)

The school sites provided additional planning time for teachers to collaborate before, during, and after school in an effort to target the education of unduplicated students. (2.4)

As mention in Goal 1, the District decreased its overall additional instructional minutes for all minimum days from 220 a day to 205 a day. This was to help teachers engage with parents, especially focusing on unduplicated students. (2.7)

The school sites focused on increasing Reclassified Fully English Proficient (REEP) numbers during the school day by providing during school intervention. This decreased the projected expenditures that was budgeted for afterschool intervention. (2.8)

The District experienced a vacancy for our EL Program Coordinator for a portion of the year. (2.9)

Additional training was provided to staff to administer the Initial English Language Proficiency Assessment of California

(ELPAC). (2.10)

The District budget more expenditures than what was projected due to a loss of a TOSA at the school site level. (2.12)

The District hired additional Assistant Principals at Mitchell and Sulphur Springs Community Schools to support targeted student populations, English Learners, Low Income, Foster Youth. (2.15)

The District experienced a vacant position of a District wide TOSA for a portion of the year. (2.17)

The District purchased additional Next Generation Science Material standards to support unduplicated students. (2.18)

There was a stronger than anticipated focus on integrating Visual and Performing arts to students. (2.19)

Schools purchased additional PE equipment to support the 5th grade PE testing requirement. (2.20)

The District saw a need to purchase additional technology to support the basic learning program. (2.21)

School sites spent additional funds to support technology in the classroom to enhance learning for students especially unduplicated students. (2.22)

The District experienced a vacancy for a part of the school year for the Technology TOSA position. Once this was filled, the position continued to focus on coaching and intervention in all core subjects, as well as in technology, for teachers to support unduplicated students. (2.24)

The Director of Curriculum position saw a vacancy for a portion of the year as well as shifting expenditures around to support the unduplicated student population (2.26)

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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

The District combined related 2018-19 actions in the 2019-20 LCAP to accurately reflect the support we are providing to school in order to focus on meeting student needs. The 2018-19 action 2.2 was deleted as it is no longer relevant, due to the payment for adopted materials being fulfilled. Action 2.4 was modified to reflect teacher collaboration, review of student data, providing of enrichment and intervention for English Learners, Foster youth and Low income student groups. Action 2.5 and 2.6 were deleted as it was covered in action 2.4. Action 2.8 was deleted, as staff development was addressed in Goals 1 and Goal 2.. Action 2.9 was modified to reflect the need to hire and Educational Services Program Coordinator to support core instruction for English Learners and ELD instruction. Action 2.12 was deleted and later addressed in action 2.17. Action 2.14 was modified to accurately name the partnership between William S. Hart Union High School District. Action 2.15 was modified to reflect the additional Assistant Principal positions at Mitchell and Sulphur Springs Community Schools. Action 2.17 was modified to more accurately explain the work of the Teacher of Special Assignment (TOSA) and the work that is being done in support of schools and student learning. Action 2.18 was deleted and addressed in Goal 1, action 3. Action 2.24 was deleted as it is addressed in Goal 2, action 17. The SSUSD is committed to supporting all students, especially students with disabilities. To that end, a new action was added (2.20) to address support for special education and students at risk in mathematics.

Goal 3

All families and the broader community are welcomed and are partners in supporting the whole child.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement

Local Priorities:

Annual Measurable Outcomes

Expected		Actual
Increase % of parents who expressed satisfaction with their opportunities to participate in school events as per LCAP Survey	2018-19 97%	94%
Increase % of parents who expressed their satisfaction with opportunities to participate in school decision making as per LCAP Survey	2018-19 80%	85%
Increase # of volunteers at each school site as per LCAP Survey	2018-19 9 of 9 schools	Increased the number of volunteers at all 9 school sites as per volunteer training program verifications.
Increase parent participation numbers in SSC and ELAC	2018-19 Number of parents who participated in SSC- 145 Number of parents who participated in ELAC meetings-65	All school sites had parents participating in SSC and ELAC meetings throughout the year. In addition, parents participated in a SSC Summit to review the process of SSCs at school sites. Total number of parents who participated in SSC meetings: 470 Total number of parents who participated in ELAC meetings: 127

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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Increase online communication for parents and the broader community through the use of the District and sites websites.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Increased online communication for parents and the broader community through the use of the updated District website and site websites.</p>	<p>\$9,410 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$14,899 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Increase efforts to promote parental engagement through parent workshops, conferences, emails, phone calls, surveys, and school events in order to increase student success.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Efforts were increased to promote parental engagement at all 9 school sites and District events through parent workshops, conferences, emails, phone calls, surveys, and school events in order to</p>	<p>\$970 - LCFF - 1000-1999 Certificated Salaries \$2,946 - LCFF - 3000-3999 Employee Benefits \$33,633 - LCFF - 2000-2999 Classified Salaries \$766 - LCFF - 4000-4999 Books and Supplies \$3,413 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$1,280 - LCFF - 1000-1999 Certificated Salaries \$279 - LCFF - 3000-3999 Employee Benefits \$885 - LCFF - 2000-2999 Classified Salaries \$5,843 - LCFF - 4000-4999 Books and Supplies \$3,449 - LCFF - 5000-5999 Services and Other Operating Expenses \$20,391 - Federal Revenues - Title I - 2000-2999 Classified Salaries</p>

	increase student succe	\$4,330 - Federal Reve. - Title I - 3000-3999 Employee Benefits \$300 - Federal Revenues - Title I - 4000-4999 Books and Supplies \$1,203 - Federal Revenues - Title I - 7000-7499 Other
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: Limited to Unduplicated Student Group(s) Location: All Schools Continue to provide translation services to families as needed, including maintaining Translator at District level.	For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: Limited to Unduplicated Student Group(s) Location: All Schools Translation services were provided for families throughout the school year.	\$0 - Other Federal Funds - 2000-2999 Classified Salaries \$0 - Other Federal Funds - 3000-3999 Employee Benefits \$52,332 - LCFF - 2000-2999 Classified Salaries \$33,394 - LCFF - 3000-3999 Employee Benefits \$4,972 - LCFF - 5000-5999 Services and Other Operating Expenses \$7,694 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses	\$0 - Other Federal Funds - 2000-2999 Classified Salaries \$0 - Other Federal Funds - 3000-3999 Employee Benefits \$59,418 - LCFF - 2000-2999 Classified Salaries \$35,214 - LCFF - 3000-3999 Employee Benefits \$4,552 - LCFF - 5000-5999 Services and Other Operating Expenses \$18,000 - Other State Revenues - 5000-5999 Services and Other Operating Expenses

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement	For Actions/Services included as contributing to meeting Increased or Improved Services Requirement	\$192 - LCFF - 1000-1999 Certificated Salaries \$6,113 - LCFF - 2000-2999 Classified Salaries	\$384 - LCFF - 1000-1999 Certificated Salaries \$7,226 - LCFF - 2000-2999 Classified Salaries

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

Scope of Service: LEA-wide

Location: All Schools

Increase parent participation at District wide events (i.e. Estrella Awards, STEAM Expo, GATE Parent Nights, District GATE Night, DELAC, Young Authors, Coffee with Superintendent, District Conference, School Site Council and ELAC Summits, etc.).

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

Scope of Service: LEA-wide

Location: All Schools

Increased parent participation at all District wide events occurred during the 2018-19 school year. Since there were more parents attending the STEAM Expo and GATE Parent Nights, the events needed to be moved to our larger campuses.

\$5,719 - LCFF - 4000-4999
Books and Supplies
\$536 - LCFF - 3000-3999
Employee Benefits

\$2,125 - LCFF - 4000-
Books and Supplies
\$713 - LCFF - 3000-3999
Employee Benefits
\$1,465 - Other Local
Revenues - 5000-5999
Services and Other
Operating Expenses

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Sites' SSCs and ELACs will provide support to be able to solicit input in the schools' and District's plans, (i.e. Single Plan for Student Achievement (SPSA), School Safety Plans, LCAP, etc.).</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>School sites' SSCs and ELACs continued to provide support and input into the school and District plans, (i.e. School Plan for Student Achievement, Comprehensive School Safety Plans and LCAP).</p>	<p>\$0</p> <p>\$600 - LCFF - 4000-4999 Books and Supplies</p>	<p>\$0</p> <p>\$548 - LCFF - 4000-4999 Books and Supplies</p>

Action 6

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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

Students to be Served: All

Location: All Schools

New Families to the District of TK-6 students will receive support and training on how to access the Aeries Parent Portal to view student attendance. Computers for parent use will be made available at all school sites and the District Office. Families that have been in the District will continue to receive updates and supports as needed to access their child's information through Aeries.

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

Students to be Served: All

Location: All Schools

New families to the District of TK-6 students did receive support and training on how to access the Aeries Parent Portal to view student attendance. All schools provided access to computers to families that needed it.

\$0

\$0

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Maintain an English Learner Program Coordinator to support English Learner parents and provide after school parent workshops such as Spanish Literacy Nights etc.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>The English Learner Program Coordinator continued to provide support to English Learner parents and provided after school parent workshops. Mid-year, the English Learner Program Coordinator was promoted to the Director of Curriculum and Instruction. The Director continued to provide support to families until the Program Coordinator position was filled.</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - Budgeted amount is captured in Goal 2, Action 9</p> <p>\$0 - LCFF - 3000-3999 Employee Benefits - Budgeted amount is captured in Goal 2, Action 9</p> <p>\$0 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Budgeted amount is captured in Goal 2, Action 9</p> <p>\$0 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Budgeted amount is captured in Goal 2, Action 9</p> <p>\$0 - Federal Revenues - Title III - 1000-1999 Certificated Salaries - Budgeted amount is captured in Goal 2, Action 9</p> <p>\$0 - Federal Revenues - Title III - 3000-3999 Employee Benefits -</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - Budgeted amount is captured in Goal 2, Action 9</p> <p>\$0 - LCFF - 3000-3999 Employee Benefits - Budgeted amount is captured in Goal 2, Action 9</p> <p>\$0 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Budgeted amount is captured in Goal 2, Action 9</p> <p>\$0 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Budgeted amount is captured in Goal 2, Action 9</p> <p>\$0 - Federal Revenues - Title III - 1000-1999 Certificated Salaries - Budgeted amount is captured in Goal 2, Action 9</p> <p>\$0 - Federal Revenues - Title III - 3000-3999 Employee Benefits -</p>

Title III - 1000-1999
 Certificated Salaries -
 Budgeted amount is
 captured in Goal 2, Action 9
 \$0 - Federal Revenues -
 Title III - 3000-3999
 Employee Benefits -
 Budgeted amount is
 captured in Goal 2, Action 9

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Invite Hart District feeder schools to collaborate with families in preparation for a successful middle school and high school transitions.	For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools William S. Hart Union High School District was invited to collaborate with families in preparation for a successful middle school and high school transition.	\$0 - LCFF	\$0 - LCFF

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools	For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools	\$3,349 - LCFF - 4000-4999 Books and Supplies \$128 - LCFF - 1000-1999 Certificated Salaries \$4,346 - LCFF - 2000-2999 Classified Salaries \$406 - LCFF - 3000-3999 Employee Benefits \$1,379 - LCFF - 5000-5999 Services and Other	\$8,778 - LCFF - 4000-4999 Books and Supplies \$288 - LCFF - 1000-1999 Certificated Salaries \$4,416 - LCFF - 2000-2999 Classified Salaries \$639 - LCFF - 3000-3999 Employee Benefits \$942 - LCFF - 5000-5999 Services and Other

Continue to provide a Student and Family Wellness Collaborative that engages community, staff, and parents to provide children and families with services in and out of school, as well as, partner with William S. Hart School District to plan and host a Family Resource Fair.

The Student and Family Wellness Collaborative provided opportunities for staff and parents to engage with the community and provide the District community resources to better serve our families. The Collaborative grew in membership this past year to 91 members.

Operating Expenses

Operating Expenses

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>District Staff will purchase materials to support new parent orientation meetings with Principals to welcome our new families.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>District purchased materials to support new parent orientation meetings with principals to welcome new families to the District.</p>	<p>\$1,239 - LCFF - 4000-4999 Books and Supplies</p>	<p>\$917 - LCFF - 4000-4999 Books and Supplies</p>

Analysis

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

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

The District completed all ten actions that support the goal of all parents and the broader community being engaged as partners supporting student success. The District website was updated and this allowed parents to have easier access to information to enhance engagement between school and home. The District translator position is a great enhancement to the educational program in our District since there is a targeted focus to ensure that English Learner Families have access to all information that supports their child. School sites have continued to increase their participation with families attending ELACs and SSC meetings. The Family Wellness Collaborative has continued to be strong and has increased its membership of families and community partners to over 90 members.

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

The District has continued to focus on partnering with all families and ensuring that families and community partners know the great work that is taking place in all of its nine schools. District office staff, as well as, Principals have continued to communicate by using the phone message system, flyers, postcards sent to the homes, as well as making sure that families have access to teachers when needed to discuss their child's progress. This past year, District worked closer with our new families and made sure that new families knew the great opportunities in our District and how to get involved. School sites all increased their family volunteers in their schools, and the District launched a volunteer training to support families in being able to get into classrooms and support making a difference in the lives of children. The Many Family One Community Family Resource Fair, where the SSUSD District partners with William S. Hart Union High School District, had its largest attendance ever, over 300 families. The Director of Curriculum and Instruction, as well as, the English Learner Program Coordinator has continued to reach out to our English Learner families to ensure that they have access to all materials, and are able to ask questions and get support when needed to support their child. Due to the increased outreach to our new families, we had the largest turnout of families for our orientation meetings at all 9 school sites. The Educational Services Department has continued to ensure that families know that they can join DELAC and welcome families to participate at all meetings.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The District provided additional support to increase the online communication for parents. (3.1)

Title I schools shifted some of their Title I funds to support increased parent participation in schools. (3.2)

School sites provided additional translation services to families to support the education of unduplicated students. (3.3)

The District provided additional support to engage parents in the Family Resource Fair hosted in partnership with the William S. Hart District. The District saw a significant increase in parent participation this year. (3.9)

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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

The following actions were modified and/or deleted to support the 2019 Goal 3:

- Action 1, modified to added language of how to increase communication to families and the broader community.
- Action 2, modified, language added to show how to increase efforts to promote parental engagement.
- Action 3, modified, added District Translators, since there will be a need to hire an additional translator due to increased English Learner families.
- Action 4, deleted this action since it was combined to Goal 3, Action 2.
- Action 5, modified this action and reworded to support a better understanding of the action.
- Action 6, modified for clarity.
- Action 7, modified since Educational Services Department is making sure all members of the Department has a strong focus on English Learners.
- Action 8, modified, corrected name of high school and junior high.
- Action 10, modified, took out one word, staff.

Goal 4

All students, including low income, English Learners and Foster Youth, and will be provided a safe and healthy learning environment to achieve social, emotional, and academic success.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Decrease the current suspension rate 2018-19 0.01%	1.1% suspended.
Maintain current expulsion rate 2018-19 0%	0%
Increase the number of students feeling safe while attending school as per survey 2018-19 87 %	85%
Increase the number of students feeling that school supports them in learning as per survey 2018-19 94%	95%
Increase the number of students that look forward to coming to school each day as per survey 2018-19 75%	73%

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
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Increase students reporting positive relationships and safety.	For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Increased students reporting positive relationships and safety.	\$0	\$0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: All Schools Provide teacher collaboration time to identify students at risk, as well as, implement the Multi-Tiered System of Supports at school sites to monitor students, especially English Learners, Low Income, and Foster Youth.	For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: All Schools Provided teacher collaboration time to identify students at risk, as well as, implemented the Multi-Tiered System of Supports at school sites to monitor students, especially English Learners, Low Income, and Foster Youth.	\$0 - LCFF - 1000-1999 Certificated Salaries - Action completed during teacher early release time \$0 - LCFF - 3000-3999 Employee Benefits - Action completed during teacher early release time	\$0 - LCFF - 1000-1999 Certificated Salaries \$0 - LCFF - 3000-3999 Employee Benefits

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Increase small group counseling by providing services for all students, including English Learners, Low Income and Foster Youth, opportunities for identified students to support their social/emotional and academic success in school.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Increased small group counseling by providing services for all students, including English Learners, Low Income and Foster Youth, opportunities for identified students to support their social/emotional and academic success in school.</p>	<p>\$32,798 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$11,500 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses</p>	<p>\$42,640 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$0 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Maintain the behavioral intervention specialist and behavioral intervention assistants at the District level to support students, especially low income, Foster Youth, and English Learners, in regular and</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Maintained the behavioral intervention specialist and behavioral intervention assistants at the District level to support students, especially low income, Foster Youth, and English Learners, in regular and</p>	<p>\$44,928 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$43,705 - LCFF - 2000-2999 Classified Salaries</p> <p>\$42,088 - LCFF - 3000-3999 Employee Benefits</p> <p>\$44,928 - Other Federal Funds - 1000-1999 Certificated Salaries</p> <p>\$89,540 - Other Federal Funds - 2000-2999 Classified Salaries</p>	<p>\$44,928 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$63,287 - LCFF - 2000-2999 Classified Salaries</p> <p>\$68,451 - LCFF - 3000-3999 Employee Benefits</p> <p>\$44,928 - Other State Revenues - 1000-1999 Certificated Salaries</p> <p>\$101,901 - Other State Revenues - 2000-2999 Classified Salaries</p>

special education classes to support student connectedness and access to the core.

special education class support student connectedness and access to the core.

\$49,514 - Other Federal Funds - 3000-3999
Employee Benefits
\$277 - LCFF - 4000-4999
Books and Supplies

\$95,758 - Other State Revenues - 3000-3999
Employee Benefits
\$0 - LCFF - 4000-4999
Books and Supplies

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Show an increase of parent satisfaction in regards to school safety and climate as reflected on the LCAP Parent Survey.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Showed an increase of parent satisfaction in regards to school safety and climate as reflected on the LCAP Parent Survey.</p>	\$0	\$0

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Support schools with implementing positive academic and behavior programs (i.e. Character Counts, CHAMPS, Kelso Choices, Capturing Kid's Hearts, AR Incentive Programs, spirit assemblies etc.) that promote student engagement.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Supported schools with implementing positive academic and behavior programs (i.e. Character Counts, CHAMPS, Kelso Choices, Capturing Kid's Hearts, AR Incentive Programs, spirit assemblies etc.) that promote student engagement.</p>	<p>\$340 - LCFF - 4000-4999 Books and Supplies \$937 - Federal Revenues - Title I - 4000-4999 Books and Supplies \$1,940 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p>	<p>\$0 - LCFF - 4000-4999 Books and Supplies \$7,265 - Federal Revenues - Title I - 4000-4999 Books and Supplies \$2,089 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses \$26,000 - LCFF - 5000-5999 Services and Other Operating Expenses \$450 - Federal Revenues - Title I - 7000-7499 Other \$1,982 - LCFF - 4000-4999</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Continue to support unduplicated count by having LVNs at school sites to support the health of students, especially Low Income, Foster Youth, and English Learners, in need.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Continued to support unduplicated count by having LVNs at school sites to support the health of students, especially Low Income, Foster Youth, and English Learners, in need.</p>	<p>\$52,222 - LCFF - 2000-2999 Classified Salaries</p> <p>\$34,805 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$29,801 - LCFF - 2000-2999 Classified Salaries</p> <p>\$18,671 - LCFF - 3000-3999 Employee Benefits</p>

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Hire school social worker to provide comprehensive services to parents, students and staff addressing barriers that limit a student from receiving</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Hired a school social worker and open a Family Resource Center to provide comprehensive services to parents, students and staff addressing</p>	<p>\$51,199 - LCFF - 2000-2999 Classified Salaries</p> <p>\$34,123 - LCFF - 3000-3999 Employee Benefits</p> <p>\$4,949 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$0 - LCFF - 2000-2999 Classified Salaries</p> <p>\$25,842 - LCFF - 3000-3999 Employee Benefits</p> <p>\$1,889 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$77,640 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$17,881 - LCFF - 4000-4999 Books and Supplies</p>

full benefit from their educational experience as well as provide additional professional development for the social worker to support students especially Low Income, Foster Youth and English Learners.

barriers that limit a student from receiving full benefit from their educational experience as well as provided additional professional development for the social worker to support students especially Low Income, Foster Youth and English Learners.

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 California School Dashboard, as applicable.

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

The District successfully completed eight out of eight actions that support the goal of providing a safe and healthy learning environment to achieve social, emotional, and academic success for all students. **This was verified by the 88% response of TK-2 students reporting positive relationships and safety and 75% of 3rd-6th graders reporting the same.** Maintaining the behavior support team, various counseling opportunities and hiring the Licensed Vocational Nurse all supported Low Income, English Learners, and Foster Youth.

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

One main focus of the District was looking at the whole child and doing whatever it takes to assist each student on being successful at school - academically, socially and emotionally. The multi-tiered systems of supports (MTSS) is one way for staff to monitor students. Implementing a consistent MTSS process throughout the District is the goal. With the purchase of SST Online, all teachers and administrators received training on SST Online and have continued the conversations on how to support students with academic, social or emotional needs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The District partnered with a different vendor this year that provided enhanced small group and individual counseling for students. (4.3)

Due to student population shifts, the District provided additional behavioral intervention staff to support students and their needs. (4.4)

The school sites implemented positive academic programs specifically Capturing Kids Hearts and CHAMPS. (4.6)

The District has two LVNs that target the needs of the unduplicated population, which was multi-funded. (4.7)

The District, in partnership with the new social worker, created a Family Resource Center to provide support for our unduplicated population. This included materials to set up the center as well as staff support to help the social worker reach more families in need. (4.8)

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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

The SSUSD continues to refine our goals and actions to better meet the needs of our students and families. Goal 4, Action 2 was deleted as it was addressed in Goal 2 to support collaboration time for teachers around the needs of students. Action 4.3 and 4.4 were modified to address the support being given to in the areas of social emotional support and behavior for all students, especially those with special needs. Action 4.5 was modified to reflect support of the work being done at all schools in the area of positive academic and behavior programs, this action will be principally directed toward UDPs. Action 4.7 was modified to reflect the maintenance and support of the School Social Worker position, and support personnel to assist with the Family Resource Center. Action 4.8 was added to support positive behavior programs to include unduplicated students.

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?

LCAP Advisory Committee

The LCAP Advisory Committee consisted of:

- 2 Parents per site from the Parent Advisory Committee (PAC)- Parent Advisory Committee is comprised of a School Site Council (SSC) and Parent Teacher Association (PTA) parent members from each school. The PAC meets with the Superintendent once a month.
- 2 English Learner (EL) Parents
- 1 Foster Youth (FY) Parents
- 2 Sulphur Springs District Teachers Association (SSDTA) Representative
- 1 Classified School Employees Association (CSEA) Representative
- 1 Principal
- District Translator (not a member of the LCAP Advisory Committee)
- Assistant Superintendent, Educational Services
- Director of Curriculum and Instruction
- Superintendent

LCAP Advisory Committee met on November 8, 2018, February 27, 2019, March 26, 2019, April 23, 2019 and April 30, 2019 to review the 2018-19 LCAP, the Annual Update, LCAP survey results and the 2019-20 LCAP goals, actions and services.

Committee members were able to ask questions, get clarification and provide input as well. Data (academic, enrollment, attendance, reclassification, suspensions, expulsions, chronic absenteeism) was also shared with the LCAP Advisory Committee to support and revise, if needed, the goals and actions within plan.

LCAP Annual Update and New Revised Actions LCAP Meetings

All Parent meetings were conducted in English and Spanish. Informational LCAP Meeting flyers were sent home with all students and all parents were sent Blackboard Connect messages to remind parents about upcoming LCAP Parent meetings.

Local Control Accountability Plan (LCAP) General District Information and Overview of LCAP Meetings

Superintendent met parents at each of the nine schools to discuss general District information and gave an overview of the LCAP. Parents were able to ask questions, get clarification and provide input as well.

- September 25, 2018 - Coffee with Superintendent Meeting at Golden Oak School
- October 4, 2018 - Coffee with Superintendent Meeting at Canyon Springs School
- October 9, 2018 - Coffee with Superintendent Meeting at Valley View Community School
- October 10, 2018 - Coffee with Superintendent Meeting at Mint Community School
- October 11, 2018 - Coffee with Superintendent Meeting at Mitchell Community School
- October 16, 2018 - Coffee with Superintendent Meeting at Leona Cox Community School
- October 19, 2018 - Coffee with Superintendent Meeting at Sulphur Springs Community School
- October 25, 2018 - Coffee with Superintendent Meeting at Pinetree Community School
- November 14, 2018 - Coffee with Superintendent Meeting at Fair Oaks Ranch School

Local Control Accountability Plan (LCAP) 2018-19 Annual Update Meetings

District Staff met with different stakeholders on the dates below to review the 2018-19 Annual Update which included the 2018-19 LCAP goals, actions and evidence. Stakeholders were able to ask questions, get clarification and provide input as well.

Staff and Board of Trustees Meeting

- January 22, 2019 at 2:00 PM - Administrative District Council (ADCO) Meeting
- February 13, 2019 at 7:00 PM- Board of Trustees Meeting
- February 25, 2019 at 3:00 PM- Canyon Springs, Pinetree, Leona Cox (Principals, Teachers and other Certificated Staff, Classified Staff, SSDTA)
- February 27, 2019 at 3:30 PM- Mint Canyon, Mitchell, Golden Oak (Principals, Teachers and other Certificated Staff, Classified Staff, SSDTA)

- February 28, 2019 at 4:00 PM- Sulphur Springs, Valley View, Fair Oaks Ranch (Principals, Teachers and other Certificated Staff, Classified Staff, SSDTA)
- March 5, 2019 at 4:00 PM - Classified Staff meeting, including CSEA Union representation
- March 5, 2019 at 10:00 AM- Classified Advisory Council
- March 6, 2019 at 7:30 AM- Classified Staff meeting, including CSEA Union representation

Parent Meetings

- Various Dates in February - March: Principals shared Annual Update with their families at SSC, ELAC, Coffee with the Principal Meetings, PTA Meetings
- February 20, 2019 at 9:30 AM - Parent Advisory Council Mtg. w/ Superintendent- (Superintendent explained the annual update of the 2018-19 LCAP)
- February 23, 2019 at 10:30 AM- Many Families One Community Family Resource Fair (Superintendent, Assistant Superintendents of Educational Services, Personnel/Pupil Services, and Business presented to families)
- February 28, 2019 at 8:00 AM - District English Language Advisory Committee (DELAC) MTG- (Superintendent and Assistant Superintendent of Educational Services explained the annual update of the 2018-19 LCAP)
- March 5, 2019 at 5:00 PM - Parent Input Meeting at Golden Oak
- March 5, 2019 at 6:00 PM - Parent Input Meeting at District Office
- March 6, 2019 at 5:00 PM- Parent Input Meeting at District Office

LCAP Advisory Committee

- November 8, 2018 at 9:30 AM- District Office
- February 27, 2019 at 9:30 AM- District Office
- March 26, 2019 at 9:30 AM- District Office

Consultation with SELPA

- February 21, 2019 at 8:00 AM- SELPA Office, seek input for student group: Students with Disabilities.
- April 8, 2019 at 8:00 AM- District Office, seek input for student group: Students with Disabilities.
- April 17, 2019 at 1:00 PM- District Office, seek input for student group: Students with Disabilities, in the area of mathematics.

2019-20 LCAP Goals and Action Meetings

District Staff met with different stakeholders on the dates below to review the 2019-20 LCAP goals, actions and services. Stakeholders were able to ask questions, get clarification and provide input as well.

Staff and Board of Trustees Meeting

- April 16, 2019 at 2:00 PM - Administrative District Council (ADCO) Meeting
- April 24, 2019 at 3:00 PM- Pinetree, Leona Cox, Canyon Springs (Principals, and other Certificated Staff and Classified staff meeting, including SSDTA representatives)
- April 30, 2019 at 7:30 AM- Classified Staff meeting, including CSEA Union representation
- May 1, 2019 at 4:00 PM- Classified Staff meeting, including CSEA Union representation
- May 2, 2019 at 4:00 PM- Fair Oaks Ranch, Valley View, Sulphur Springs (Principals, and other Certificated Staff and Classified staff meeting, including SSDTA representatives)
- May 7, 2019 at 1:00 PM- District Office Staff
- May 7, 2019 at 10:00 AM- Classified Advisory Council
- May 9, 2019 at 3:30 PM- Mitchell, Golden Oak, Mint Canyon (Principals, and other Certificated Staff and Classified staff meeting, including SSDTA representatives)
- June 12, 2019 at 7:00 PM- Board of Trustees Meeting

Parent Meetings

- April 17- May 17: Principals shared LCAP information and gathered input from Parents at school sites. Information was shared at SSC, ELAC, Coffee with the Principal Meetings, PTA Meetings
- May 7, 2019 at 5:00 PM- Parent Meeting at District Office
- May 7, 2019 at 6:00 PM- Parent Meeting at District Office
- May 9, 2019 at 6:30 PM- Parent Meeting at District Office
- May 16, 2019 - DELAC Meeting-(Superintendent and Assistant Superintendent of Educational Services explained the stakeholder engagement, goals and actions of the draft 2019-20 LCAP)
- May 29, 2019 at 9:30 AM - Parent Advisory Committee Meeting

LCAP Advisory Committee

- April 23, 2019 at 9:30 AM- All members of the team collaborated together to review/give input

to the draft 2019-20 LCAP goals and actions. Data was provided to support new and or revised actions.

- April 30, 2019 at 9:30 AM- All members of the team collaborated together to review/give input to the draft 2019-20 LCAP goals and actions. Data was provided to support new and or revised actions.

Consultation with SELPA

April 17, 2019 at 1:00 PM- Review Goals and Actions for the 2019-20 Draft LCAP, seek input for student group: Students with Disabilities.

Messages Sent to Parents/Guardians Via Blackboard Connect (in English and Spanish)

- Sept. 24, Oct. 3, Oct. 8, Oct. 9, Oct. 10, Oct. 15, Oct. 18, Oct. 24 & Nov. 6, 2018 - Reminder to Parents about Superintendent Coffee
- February 20, 2019- Reminder to attend DELAC- 18-19 LCAP Annual Update
- March 26, 2018 - Reminder to parents about completing the LCAP Parent Survey
- May 7, 2019 - Reminder to attend DELAC on 2019-20 LCAP Goals/Actions
- April 30, 2019 - Reminder to attend District Parent Night on 2019-20 LCAP Goals/Actions

Principal Meetings with Parents/Guardians

Several meetings were conducted at the school sites by Principals to ensure that their families were provided information regarding the LCFF and LCAP Process. District staff provided a power point in English and Spanish to support the Principals with their presentations. Types of meetings that were conducted at each of the school sites to engage families regarding Local Control Funding Formula (LCFF) and LCAP include:

- School Site Council (SSC) Meetings
- Parent Teacher Association (PTA) Meetings
- English Language Advisory Committee (ELAC) Meetings
- Title I Meetings
- Preschool Parent Advisory Committee Meetings (PAC)
- Coffee with Superintendent at all nine school sites

LCAP Surveys

- LCAP Survey sent to all parents during the weeks March 11 – April 12 (received 319)
- LCAP Survey sent to all teachers, classified staff, administrators during the weeks March 11 - April 12 (received 225 responses)
- LCAP TK-6 Student Survey completed during week of March 11 – April 12 (received 3,756)

Data Shared at Stakeholder Meetings

The following data was shared:

- Enrollment by Ethnicities
- School Climate
- 2018/19 ELA and Math SBAC Data
- Attendance Rates
- Chronic Absenteeism Rates
- Reclassification of English Learner Data
- Suspension Data
- 2019 LCAP Survey Results

Additional Stakeholder Engagement Opportunities

- Draft 2019-20 LCAP was made available for Public Comment on District Website starting week of May 21, 2019.
- Week of May 21, 2019 – Draft 2019-20 LCAP was posted on the District's website and available for viewing at all nine school sites and the District Office in English and in Spanish.
- Superintendent Responses to Comments from PAC, DELAC, LCAP Advisory Committees and all Staff and Parent Stakeholder Meetings: All comments were responded to in writing. Responses were posted on the District website at www.sssd.k12.ca.us.

Public Hearing

- June 12, 2019- Board of Trustees held a public hearing regarding the 2019-20 LCAP.

Adoption of LCAP

- June 26, 2019- Board of Trustees Meeting

Impact on LCAP and Annual Update

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

At all parent and stakeholder meetings, notes were taken to document questions and input. This information was used to create 2019-20 goals and actions. Some of the input were as follows:

- * Monitoring bathrooms to help keeping it clean.
- * Need for more translation services for families.
- * Relook at the GATE program to see how to further enhance the learning for gifted students.
- * Need for more field trips.
- *Continue to have visual and performing arts for students.
- * More parent workshops needed.
- *More counseling services for students.
- *Support more resources for science and supplemental materials.
- *Need more technology for the classrooms to support intervention.
- *Need to continue safety programs at schools. Need to look at more blinds for schools.
- *Professional development needed for teachers how have split classes.
- *Training for teachers in mathematics.
- *Continue to focus on attendance. Need to see how A2A will assist with improved attendance.
- *Support students with disabilities in all areas, especially mathematics.
- *Monitor positive behavior programs at school sites and support resources to enhance their programs.

LCAP Survey:

- 544 Parent and staff surveys were returned to the District with input on the 2019-20 LCAP goals and actions.
- 3756 SSUSD students also participated in a student LCAP survey. TK- 2nd grade students answered 9 LCAP questions online. Students in grades 3-6 individually completed the LCAP student survey online with 26 questions. All survey data was compiled and reviewed by the District to make adjustments as needed.
- Comments from all stakeholder meetings and feedback from parent and student surveys have been incorporated within the LCAP.
- All comments were responded to and the LCAP was adjusted to reflect stakeholder input by week of June 3, 2019 for final adoption of the Board of Trustees on June 26, 2019.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 1

In order to continue to strengthen student engagement and involvement for all students, including low income, English Learners, and Foster Youth, all students will learn from properly credentialed administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 5. Pupil engagement

Local Priorities: State Priorities: 1: Basic, 5 Pupil Engagement Local Priorities

Identified Need:

The following needs are identified to support and increase learning for all students, especially low income, Foster Youth, and English Learners. Research shows that students need to have teachers and administrators that are properly trained and certified. Students need to have state approved instructional materials to excel in their instructional programs, learn in clean facilities, and attend school on time on a daily basis to achieve academic achievement.

- * 100% of certificated staff properly credentialed in their authorized areas.
- * All students have access to standards-aligned instructional materials.
- * All school facilities are maintained in good repair.
- * Increase attendance rate since higher attendance leads to increases in academic growth.
- * Decrease chronic absenteeism rate by at least 1% annually.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% of teachers are appropriately assigned and fully credentialed	100%	100%	100%	100%
100% of facilities in good repair	100%	100%	100%	100%
100% of students have standards aligned materials	100%	100%	100%	100%
Increase student attendance rate	96.36%	96.86%	96%	97%
Decrease chronic absenteeism rate	7.9%	6.9%	8.9%	7.9%

Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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)

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Recruit and retain highly qualified staff.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$15,831,329	\$15,926	\$16,154,043
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$4,182,207	\$4,456,272	\$4,655,545
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$8,384,283	\$8,535,902	\$8,684,555
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$1,931,730	\$1,424,814	\$1,459,523
Source	Other Local Revenues	Other Local Revenues	Other Local Revenues
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$1,386,559	\$1,396,558	\$1,616,632
Source	Other Local Revenues	Other Local Revenues	Other Local Revenues
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$1,628,184	\$1,444,238	\$1,451,510
Source	Other Local Revenues	Other Local Revenues	Other Local Revenues
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits

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)

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Provide dedicated staff professional development time (three full days) to disseminate district initiatives that support targeted subgroups. Two full days and two minimum days for parent engagement, one day and five minimum days for teacher planning time.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Provide dedicated staff professional development time (three full days) to disseminate district initiatives that support targeted subgroups. Two full days and four minimum days for parent engagement, one day and five minimum days for teacher planning time.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$733,956	\$873,924	\$1,001,193
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$132,749	\$170,625	\$212,954
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$0	\$771	\$0
Source		LCFF	LCFF
Budget Reference		4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	\$0	\$60,629	\$95,553
Source		LCFF	LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

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)

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Provide instructional materials for preschool-6th grade that are standards aligned in all subject areas.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Provide instructional textbook materials for preschool through 6th grade that are standards aligned in all subject areas.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Provide current CA State approved textbooks and materials in all core subject areas.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$25,634	\$0	\$0

Source

LCFF

LCFF

LCFF

Budget
Reference

4000-4999 Books and Supplies

4000-4999 Books and Supplies

4000-4999 Books and Supplies

Amount

\$85,000

\$166,003

\$134,000

Source

Other State Revenues

Other State Revenues

Other State Revenues

Budget
Reference

4000-4999 Books and Supplies

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)

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

New Action

Provide instructional materials to support the educational program.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$177,051	\$183,100
Source		LCFF	LCFF

Budget
Reference

4000-49 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)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Implement district maintenance plan to repair and maintain facilities and play areas.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$517,697	\$443,999	\$451,019
Source	LCFF	LCFF	LCFF

Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	\$352,378	\$693,023	\$915,965
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

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)

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Maintain yard supervision at all sites.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Maintain yard supervisors at all sites and provide yard supervisor training and review safety handbook.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Maintain yard supervisors at all sites and provide yard supervisor safety training.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$504,966	\$515,198	\$559,262

Source

LCFF

LCFF

LCFF

Budget
Reference

2000-2999 Classified Salaries

2000-2999 Classified Salaries

2000-2999 Classified Salaries

Amount

\$44,387

\$48,796

\$48,879

Source

LCFF

LCFF

LCFF

Budget
Reference

3000-3999 Employee Benefits

3000-3999 Employee Benefits

3000-3999 Employee Benefits

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)

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

School resource officers (SCV Sheriff Department) will continue to support school sites with annual safety drills.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Conduct annual safety drills at all school sites and District Office.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0

Source Budget Reference			

Action 8

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

Students to be Served:

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

Location(s):

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

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Regularly monitor attendance of all students, especially unduplicated student population, and provide site based and District wide incentives like banners, certificates and special assemblies to increase attendance and support learning.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Proactively engage families and regularly monitor attendance of all students, especially unduplicated student population, and provide site base and District wide incentives like banners, certificates and special assemblies to increase attendance and support learning.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$10,766	\$1,157	\$5,639
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	\$0	\$0	\$2,263
Source			Other Local Revenues
Budget Reference			4000-4999 Books and Supplies
Amount	\$0	\$0	\$29,200
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses

Action 9

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

Students to be Served:

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

Location(s):

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

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Provide transportation to and from school for unduplicated student population living outside the allowable zone to walk to school.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$100,200	\$152,870	\$123,475

Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	\$0	\$0	\$3,779
Source			Federal Revenues - Title I
Budget Reference			5000-5999 Services and Other Operating Expenses
Amount	\$0	\$1,531	\$182
Source		Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference		7000-7499 Other	7000-7499 Other

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

Unchanged Goal

Goal 2

Increase all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichments in place to foster student success.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 7. Course access; 8. Other pupil outcomes

Local Priorities: State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 7. Course access; 8. Other pupil outcomes Local Priorities

Identified Need:

All students, especially low income, Foster Youth, and English Learners, need to be provided an exemplary education to achieve academic achievement. According to multiple summative assessments, as well as the California Dashboard shows that the District needs to continue to target the following areas:

- * In alignment with California's state standards, SSUSD will fully implement the standards in all core subject areas.
- * Increase instructional time of transitional kindergarten and kindergarten students to assist students socially and academically to prepare them for success in school.
- * Increase access to high quality instruction and learning in science, technology, engineering , art, and math.
- * Increase the reclassification rate of English Learner students.
- * Reduce the number of Long Term English Learners.
- * Provide intervention and/or enrichment to students in all student groups so as to close the achievement gap.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase of Smarter	SBA ELA:	SBA ELA:	SBA ELA:	SBA ELA:

Balanced Assessment ELA
scores in Standards Met
and Standards Exceeded

3rd Grade Overall- 57%
4th Grade Overall- 56%
5th Grade Overall- 62%
6th Grade Overall- 62%
All Students-60%
African American-59%
Asian-85%
Filipino-81%
Hispanic-49%
Two or More Races-75%
White-67%
English Learners- 15%
Economically
Disadvantaged- 47%

CAA ELA:

All Students- 33%

3rd Grade Overall- 59%
4th Grade Overall- 58%
5th Grade Overall- 64%
6th Grade Overall- 64%
All Students-62%
African American-61%
Asian-87%
Filipino-83%
Hispanic-51%
Two or More Races-77%
White-69%
English Learners- 19%
Economically
Disadvantaged- 49%

CAA ELA:

All Students- 35%

3rd Grade Overall- 61%
4th Grade Overall- 56%
5th Grade Overall- 62%
6th Grade Overall- 61%
All Students-60%
African American-53%
Asian-83%
Filipino-83%
Hispanic-50%
Two or More Races-72%
White-71%
English Learners- 18%
Economically
Disadvantaged- 48%

CAA ELA:

All Students- 24%

3rd Grade Overall- 62%
4th Grade Overall- 64%
5th Grade Overall- 62%
6th Grade Overall- 64%
All Students- 63%
African American- 55%
Asian- 83%
Filipino- 83%
Hispanic- 54%
Two or More Races-76%
White- 73%
English Learners- 24%
Economically
Disadvantaged- 53%
Students with Disabilities-
24%

CAA ELA:

All Students 24%

Increase of Smarter
Balanced/CAA Assessment
Math scores in Standards
Met and Standards
Exceeded

SBA Math:

3rd Grade Overall- 55%
4th Grade Overall- 48%
5th Grade Overall- 41%
6th Grade Overall- 47%
All Students-48%

SBA Math:

3rd Grade Overall- 57%
4th Grade Overall- 50%
5th Grade Overall- 43%
6th Grade Overall- 49%
All Students-50%

SBA Math:

3rd Grade Overall- 59%
4th Grade Overall- 48%
5th Grade Overall- 43%
6th Grade Overall- 48%
All Students-50%

SBA Math:

3rd Grade Overall- 62%
4th Grade Overall- 52%
5th Grade Overall- 48%
6th Grade Overall- 52%
All Students- 52%

	<p>African American-40%</p> <p>Asian-79%</p> <p>Filipino-68%</p> <p>Hispanic-37%</p> <p>Two or More Races-63%</p> <p>White-57%</p> <p>English Learners-15%</p> <p>Economically Disadvantaged- 35%</p> <p>CAA Math:</p> <p>All Students- 24%</p>	<p>African American-42%</p> <p>Asian-81%</p> <p>Filipino-70%</p> <p>Hispanic-39%</p> <p>Two or More Races-65%</p> <p>White-59%</p> <p>English Learners-19%</p> <p>Economically Disadvantaged- 37%</p> <p>CAA Math:</p> <p>All Students- 26%</p>	<p>African American-36%</p> <p>Asian-76%</p> <p>Filipino-75%</p> <p>Hispanic-41%</p> <p>Two or More Races-54%</p> <p>White-61%</p> <p>English Learners-16%</p> <p>Economically Disadvantaged- 37%</p> <p>CAA Math:</p> <p>All Students- 39%</p>	<p>African American- 38%</p> <p>Asian-76%</p> <p>Filipino-77%</p> <p>Hispanic- 42%</p> <p>Two or More Races- 66%</p> <p>White- 62%</p> <p>English Learners-20%</p> <p>Economically Disadvantaged- 41%</p> <p>Students with Disabilities- 16%</p> <p>CAA Math:</p> <p>All Students- 40%</p>
<p>Increase of English Language Learners achieving English Proficiency</p>	<p>ELs - 56.2%</p> <p>ELs less than 5 years - 32.5%</p> <p>ELs more than 5 years-32.7%</p>	<p>ELs - 59.2%</p> <p>ELs less than 5 years - 36.5%</p> <p>ELs more than 5 years-36.7%</p>	<p>100% of teachers will complete the SSUSD ELD Matrix - documents CA ELD Standards that ELs have mastered during the school year.</p>	<p>44.1% of students scored in the area of Well Developed (level 4) on the 2017-18 ELPAC.</p> <p>47% of students will score in the area of Well Developed (level 4) on the 2018-19 ELPAC.</p> <p>100% of teachers will continue to complete the SSUSD ELD Matrix - documents CA ELD Standards that ELs have mastered during the school year.</p>
<p>Increase percentage of RFEP students</p>	<p>10.9%</p>	<p>11.5%</p>	<p>0.5% increase over number of students reclassified last year</p>	<p>SSUSD has reclassified 133 students, which represents an increase of</p>

				<p>9.6% over the number students reclassified the previous year.</p> <p>The goal is to increase by 5% over the previous year on an annual basis.</p>
Reduce number of Long Term English Learners (LTELs)	47	40	31	21

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Provide professional development in the areas of English Language Arts, English Language Development, math, science, technology and GLAD, supporting the California State Standards.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Provide staff professional development, conferences, and workshops to support the educational program in all content areas (Ex. ELA, ELD, math, science, etc).

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$2,592	\$0	\$0
Source	Teacher Effectiveness		
Budget Reference	1000-1999 Certificated Salaries		
Amount	\$505	\$0	\$0
Source	Teacher Effectiveness		
Budget Reference	3000-3999 Employee Benefits		
Amount	\$889	\$0	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$4,567	\$52,795	\$112,832
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$0	\$0	\$25,365
Source			LCFF
Budget Reference			2000-2999 Classified Salaries
Amount	\$0	\$10,279	\$49,343
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$0	\$0	\$10,314
Source			LCFF

Budget Reference			4000-4999 Books and Supplies
Amount	\$0	\$15,357	\$1,881
Source		LCFF	LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	\$5,344	\$11,666	\$40,300
Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$1,040	\$2,271	\$4,785
Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$0	\$0	\$14,426
Source			Federal Revenues - Title II
Budget Reference			4000-4999 Books and Supplies
Amount	\$0	\$0	\$24,445
Source			Federal Revenues - Title II
Budget Reference			5000-5999 Services and Other Operating Expenses
Amount	\$0	\$0	\$1,679
Source			Federal Revenues - Title II
Budget Reference			7000-7499 Other
Amount	\$0	\$904	\$23,200
Source		Federal Revenues - Title I	Federal Revenues - Title III

Budget Reference		5000-5999 Services and Other Operating Expenses	1000-1999 Certificated Salaries
Amount	\$0	\$1,042	\$5,109
Source		Federal Revenues - Title I	Federal Revenues - Title III
Budget Reference		7000-7499 Other	3000-3999 Employee Benefits
Amount	\$0	\$0	\$566
Source			Federal Revenues - Title III
Budget Reference			7000-7499 Other
Amount	\$14,896	\$14,287	\$31,039
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title IV
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$2,900	\$2,782	\$6,835
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title IV
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$0	\$0	\$1,920
Source			Federal Revenues - Title IV
Budget Reference			7000-7499 Other

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)

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Purchase California State ELA/ELD supplementary and/or digital standards based materials (i.e. Reading A to Z and Razz Kids, Renaissance Products, etc.) to assist with intervention and enrichment programs.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Purchase California State supplementary and/or digital standards based materials (i.e. Renaissance Products, Imagine Learning, Brain Pop, etc.) to assist with intervention for students at risk and support enrichment programs, especially for low income, Foster Youth and English Learners and provide professional development for these curricular programs.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$186,000	\$303,345	\$230,029
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	\$0	\$17,595	\$11,064
Source		LCFF	LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	\$0	\$130,624	\$121,298
Source		Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference		4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	\$0	\$0	\$9,546
Source			Federal Revenues - Title I
Budget Reference			7000-7499 Other
Amount	\$0	\$0	\$20,680
Source			Other Local Revenues
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)

Location(s):

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

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Provide planning time for teachers to collaborate on supporting unduplicated students.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Provide collaboration time for administrators and teachers to support students, especially English Learners, Foster Youth and Low Income, by monitoring student data, providing invention, and enrichment activities during and outside of the school day in order to support mastery of grade level standards.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$4,410	\$2,336	\$21,388
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$0	\$0	\$26,007
Source			LCFF
Budget Reference			2000-2999 Classified Salaries
Amount	\$766	\$455	\$13,108
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$0	\$0	\$1,445
Source			LCFF
Budget Reference			4000-4999 Books and Supplies
Amount	\$0	\$0	\$4,875
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses
Amount	\$0	\$2,680	\$92,819
Source		Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference		1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$0	\$521	\$20,849
Source		Federal Revenues - Title I	Federal Revenues - Title I

Budget
Reference

Amount

Source

Budget
Reference

Amount

Source

Budget
Reference

Amount

Source

Budget
Reference

Amount

Source

Budget
Reference

3000-3999 Employee Benefits

3000-3999 Employee Benefits

\$0

\$3,388

Federal Revenues - Title I

4000-4999 Books and Supplies

\$3,719

\$0

Federal Revenues - Title I

Federal Revenues - Title I

5000-5999 Services and Other Operating
Expenses

5000-5999 Services and Other Operating
Expenses

\$22,318

\$9,212

Federal Revenues - Title I

Federal Revenues - Title I

7000-7499 Other

7000-7499 Other

\$2,041

\$0

Other Local Revenues

Other Local Revenues

7000-7499 Other

7000-7499 Other

Action 4

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

Students to be Served:

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

Location(s):

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

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Provide additional instructional minutes to deliver an intensive instructional program to unduplicated students to further support their mastery of English proficiency and of grade level standards.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Provide additional instructional minutes to deliver an intensive instructional program to unduplicated students to further support their mastery of English proficiency and of grade level standards and provide professional development for teachers to support this action.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$601,452	\$681,826	\$604,378
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$117,103	\$132,752	\$128,551
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$0	\$47,245	\$35,254
Source		LCFF	LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

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)

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Maintain EL Program Coordinator to support ELs and ELD instruction and to monitor and supervise CELDT/ELPAC Assessment and DELAC.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Maintain EL Program Coordinator to support ELs and ELD instruction and to monitor and supervise ELPAC Assessment and DELAC.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Hire Educational Services Program Coordinator to support core instruction, with an emphasis of supporting English Learners and ELD instruction.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$7,258	\$9,537	\$45,853

Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$3,245	\$3,794	\$19,763
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$7,258	\$9,537	\$0
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$3,245	\$3,794	\$0
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$66,122	\$76,300	\$45,853
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$27,169	\$30,352	\$19,763
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$0	\$0	\$1,312
Source			Federal Revenues - Title III
Budget Reference			7000-7499 Other

Action 6

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Support and Implement new summative English Language Proficiency Assessment for California (ELPAC) that will be replacing the CELDT by providing administrators and teachers targeted professional development.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Support by providing substitutes to release teachers with the implementation of the Summative English Language Proficiency Assessment for California (ELPAC).

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$11,407	\$22,788	\$22,475
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$7,201	\$2,172	\$4,886
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$19,245	\$1,177	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$0	\$666	\$0
Source		LCFF	LCFF
Budget Reference		4000-4999 Books and Supplies	4000-4999 Books and Supplies

Action 7

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

Students to be Served:

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

Location(s):

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

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

New Action
Provide trained staff to administer the Initial English Language Proficiency Assessment of California (ELPAC).

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$2,250	\$5,604

Source

Budget
Reference

Amount

Source

Budget
Reference

Amount

Source

Budget
Reference

	LCFF	LCFF
	2000-2999 Classified Salaries	2000-2999 Classified Salaries
\$0	\$197	\$1,637
	LCFF	LCFF
	3000-3999 Employee Benefits	3000-3999 Employee Benefits
\$0	\$142	\$0
	LCFF	LCFF
	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

Action 8

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

Students to be Served:

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

Location(s):

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

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Provide outside of the school year intervention/enrichment academies (Winter and Summer Academies for low income, English Learners, and Foster Youth; Summer Academy for GATE).

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Provide outside of the school year intervention and enrichment opportunities (Academies during summer and winter breaks for students, especially Low Income, English Learners, and Foster Youth; Summer AR Reading Program, Curriculum Correspondence Program, etc.).

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$8,016	\$2,522	\$1,640
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$800	\$2,917	\$9,156
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$1,775	\$1,035	\$3,027
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$1,500	\$0	\$850
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	\$0	\$0	\$1,155
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses
Amount	\$6,400	\$33,104	\$24,931
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$1,246	\$7,185	\$5,303
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits

Amount	\$0	\$1,939	\$0
Source		Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference		2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$500	\$1,630	\$0
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	\$0	\$2,544	\$2,379
Source		Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference		7000-7499 Other	7000-7499 Other

Action 9

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Continue articulation with Hart District to cover the 6th-8th grade span for science and mathematics.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Continue articulation with Hart District to support students transitioning to the middle school.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Continue articulation with William S. Hart Union High School District to support student transitioning to the Junior High School.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0

Source Budget Reference				

Action 10

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

Students to be Served:

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

Location(s):

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

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)

Specific Schools: Leona Cox, Fair Oaks Ranch, Mitchell, Pinetree, and Sulphur Springs Community Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Assistant Principals will provide targeted support to unduplicated students at Leona Cox and Fair Oaks Ranch Schools. These two schools are the only schools in the District that have assistant principals to provide increased support to unduplicated students.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Assistant Principals will be provided professional development in order to provide targeted support to unduplicated students at Leona Cox and Fair Oaks Ranch Schools. These two schools are the only schools in the District that have assistant principals to provide increased support to unduplicated students.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Assistant Principals will be provided professional development in order to provide targeted support to unduplicated students at Leona Cox, Fair Oaks Ranch, Mitchell, and Sulphur Springs Community Schools.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$187,663	\$222,402	\$195,467
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$55,012	\$82,810	\$83,680
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$0	\$17,702	\$21,969
Source		LCFF	LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

Action 11

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

Students to be Served:

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

Location(s):

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

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Continue Library Resource Technicians to support unduplicated students' literacy skills to meet grade level standards.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Continue Library Resource Technicians to support unduplicated students' literacy skills to meet grade level standards and provide them professional development.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$131,607	\$143,88	\$62,408
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$89,907	\$94,460	\$50,722
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$0	\$13,824	\$8,903
Source		LCFF	LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	\$0	\$0	\$69,995
Source			Other State Revenues
Budget Reference			2000-2999 Classified Salaries
Amount	\$0	\$0	\$52,853
Source			Other State Revenues
Budget Reference			3000-3999 Employee Benefits

Action 12

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)

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)

Specific Schools: Fair Oaks Ranch, Mitchell, Mint, Valley View, Leona Cox, Canyon Springs

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

New Action

Provide Title 1 schools one Teacher on Special Assignment (TOSA) that will provide coaching and intervention support for teachers for unduplicated students.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Provide schools Teachers on Special Assignment (TOSAs) that will provide coaching and intervention support for teachers to support students who are at risk.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Teachers on Special Assignment (TOSAs) will provide coaching and intervention support for teachers to assist students who are at risk.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$52,737
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries
Amount	\$0	\$0	\$22,815
Source			LCFF
Budget Reference			2000-2999 Classified Salaries
Amount	\$0	\$0	\$19,240
Source			LCFF
Budget Reference			3000-3999 Employee Benefits
Amount	\$71,640	\$141,563	\$188,953
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$0	\$0	\$37,086
Source			Federal Revenues - Title I
Budget Reference			2000-2999 Classified Salaries
Amount	\$32,948	\$66,179	\$56,175
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$0	\$393	\$0
Source		Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference		5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

Amount	\$0	\$0	\$22,210
Source			Federal Revenues - Title I
Budget Reference			7000-7499 Other
Amount	\$0	\$0	\$17,579
Source			Federal Revenues - Title III
Budget Reference			1000-1999 Certificated Salaries
Amount	\$0	\$0	\$5,749
Source			Federal Revenues - Title III
Budget Reference			3000-3999 Employee Benefits
Amount	\$0	\$0	\$32
Source			Federal Revenues - Title III
Budget Reference			7000-7499 Other

Action 13

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)

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Implement visual and performing arts (VAPA) plan which includes continued participation in the Kennedy Center Partners in Education Program focused on teacher professional development in arts integration.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Implement and purchase materials to support the visual and performing arts (VAPA) plan which focuses on arts integration.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$128	\$0
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$0	\$25	\$0
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$1,518	\$0	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	\$14,257	\$0	\$14,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	\$8,879	\$0	\$75,574
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	\$0	\$0	\$5,948
Source			Federal Revenues - Title I
Budget Reference			7000-7499 Other
Amount	\$0	\$997	\$0
Source		Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference		5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

Amount	\$70,950	\$52,490	\$78,716
Source	Other Local Revenues	Other Local Revenues	Other Local Revenues
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	\$0	\$8,444	\$0
Source		Other Local Revenues	Other Local Revenues
Budget Reference		4000-4999 Books and Supplies	4000-4999 Books and Supplies

Action 14

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Students participate in a minimum of 200 minutes of physical education every two weeks, and supplies are purchased as needed to support students' physical educational programs.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$150	\$1,359	\$5,636
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies

Action 15

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Purchase technology and equipment to support the basic program.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$100,000	\$202,196	\$253,065
Source	LCFF	LCFF	LCFF

Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	\$0	\$0	\$12,600
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses

Action 16

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)

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Purchase devices to support unduplicated students to access supplementary materials using technology during the school day.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Purchase devices and provide training to staff to support unduplicated students accessing supplementary materials using technology.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount

\$0

\$57,504

\$45,708

Source

LCFF

LCFF

Budget
Reference

2000-2999 Classified Salaries

2000-2999 Classified Salaries

Amount

\$0

\$35,498

\$27,920

Source

LCFF

LCFF

Budget
Reference

3000-3999 Employee Benefits

3000-3999 Employee Benefits

Amount

\$350,000

\$371,373

\$375,864

Source

LCFF

LCFF

LCFF

Budget
Reference

4000-4999 Books and Supplies

4000-4999 Books and Supplies

4000-4999 Books and Supplies

Amount

\$0

\$63,104

\$35,375

Source

LCFF

LCFF

Budget
Reference5000-5999 Services and Other Operating
Expenses5000-5999 Services and Other Operating
Expenses

Amount

\$0

\$0

\$80,900

Source

Federal Revenues - Title I

Budget
Reference

4000-4999 Books and Supplies

Amount

\$0

\$0

\$6,367

Source

Federal Revenues - Title I

Budget
Reference

7000-7499 Other

Action 17

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)

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Provide Computer Lab Specialist at all sites to support unduplicated students' technology skills to meet grade level standards.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Provide Computer and Science Lab Assistants as well as supplementary materials at all sites to support unduplicated students skills to meet grade level standards and provide them training.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount

\$115,195

\$228,16

\$239,485

Source

LCFF

LCFF

LCFF

Budget
Reference

2000-2999 Classified Salaries

2000-2999 Classified Salaries

2000-2999 Classified Salaries

Amount

\$10,125

\$28,671

\$29,345

Source

LCFF

LCFF

LCFF

Budget
Reference

3000-3999 Employee Benefits

3000-3999 Employee Benefits

3000-3999 Employee Benefits

Amount

\$0

\$0

\$1,117

Source

LCFF

Budget
Reference

4000-4999 Books and Supplies

Amount

\$0

\$14,897

\$12,650

Source

LCFF

LCFF

Budget
Reference5000-5999 Services and Other Operating
Expenses5000-5999 Services and Other Operating
Expenses

Action 18

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)

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)

Specific Schools: Canyon Springs, Leona Cox, Valley View

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

New Action

Provide full day transitional kindergarten at three additional sites to provide access to strong early childhood programs that will strengthen students' social and academic skills, especially for unduplicated students.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Maintain full day transitional kindergarten at all sites to provide access to strong early childhood programs that will strengthen students social and academic skills, especially for unduplicated students.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$215,871	\$420,49	\$456,393
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$101,232	\$185,732	\$199,788
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits

Action 19

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)

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Director of Curriculum and Instruction to support student achievement for all students, especially unduplicated students.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$64,048	\$14,566

Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$0	\$18,738	\$19,206
Source		LCFF	LCFF
Budget Reference		2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$0	\$36,861	\$42,153
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$0	\$38,428	\$70,402
Source		Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference		1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$0	\$11,243	\$0
Source		Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference		2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$0	\$22,116	\$19,099
Source		Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference		3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$0	\$0	\$7,044
Source			Federal Revenues - Title I
Budget Reference			7000-7499 Other
Amount	\$0	\$25,620	\$24,277
Source		Federal Revenues - Title II	Federal Revenues - Title II

Budget Reference		1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$0	\$7,495	\$0
Source		Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference		2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$0	\$14,744	\$33,186
Source		Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference		3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$0	\$0	\$1,149
Source			Federal Revenues - Title II
Budget Reference			7000-7499 Other

Action 20

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)

Students with Disabilities

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

New Action

Support all students, especially students with disabilities and students at risk, in the area of mathematics by monitoring formative and summative data and providing targeted intervention when needed.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$11,200
Source			Other State Revenues
Budget Reference			1000-1999 Certificated Salaries
Amount	\$0	\$0	\$2,474
Source			Other State Revenues
Budget Reference			3000-3999 Employee Benefits
Amount	\$0	\$0	\$475
Source			Other State Revenues
Budget Reference			4000-4999 Books and Supplies

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

Unchanged Goal

Goal 3

All families and the broader community are welcomed and are partners in supporting the whole child.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement

Local Priorities: State Priorities: 3. Parent involvement Local Priorities

Identified Need:

The District has the need to continue to partner with parents and the broader community to strengthen social/emotional, as well as, the academic needs of all students, especially low income, Foster Youth, and English Learners.

* Increase opportunities for parent participation at school sites.

* Increase opportunities for parents to participate in school decision-making processes and programs.

* Increase partnerships with community partners in the Santa Clarita Valley to provide assistance as needed for students and families in need.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase % of parents who expressed satisfaction with their opportunities to participate in school events as per LCAP Survey	95%	96%	97%	98%
Increase % of parents who expressed their satisfaction with opportunities to participate in school decision making as per LCAP Survey	No data	75%	80%	85%
Increase # of volunteers at	7 of 9 schools	8 of 9 school	9 of 9 schools	9 of 9 schools

each school site as per LCAP Survey				
Increase parent participation numbers in SSC and ELAC	Number of parents who participated in SSC- 135 Number of parents who participated in ELAC meetings- 45	Number of parents who participated in SSC- 140 Number of parents who participated in ELAC meetings-55	Number of parents who participated in SSC- 145 Number of parents who participated in ELAC meetings-65	Number of parents who participated in SSC-150 Number of parents who participated in ELAC meetings-75

Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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)

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Increase online communication for parents and the broader community through the use of the District and sites' new websites.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Increase online communication for parents and the broader community through the use of the District and sites websites.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Increase communication (i.e. posters, flyers, website updates, postcards etc.) for parents and the broader community.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$14,758	\$9,410	\$14,899
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

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)

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Increase efforts to promote parental input through parent workshops, conferences, emails, phone calls, surveys, and school events in order to increase student success.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Increase efforts to promote parental engagement through parent workshops, conferences, emails, phone calls, surveys, and school events in order to increase student success.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Increase efforts to promote parental engagement through parent workshops, conferences, emails, phone calls, surveys, school and District events, such as Estrella Awards, STEAM Expo, etc., in order to increase student success.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$64	\$970	\$2,560
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$5,779	\$33,633	\$8,314
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$1,466	\$2,946	\$1,295
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$766	\$766	\$5,843
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	\$0	\$3,413	\$975
Source		LCFF	LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	\$0	\$0	\$20,900
Source			Federal Revenues - Title I
Budget Reference			2000-2999 Classified Salaries
Amount	\$0	\$0	\$4,438
Source			Federal Revenues - Title I
Budget Reference			3000-3999 Employee Benefits

Amount	\$0	\$0	\$300
Source			Federal Revenues - Title I
Budget Reference			4000-4999 Books and Supplies
Amount	\$0	\$0	\$2,018
Source			Federal Revenues - Title I
Budget Reference			7000-7499 Other

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)

Location(s):

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

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Continue to provide translation services to families as needed. (Interpreters for parents of English Learners)

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Continue to provide translation services to families as needed, including maintaining Translator at District level.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Continue to provide translation services to families as needed, including maintaining District Translators.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$52,332	\$116,750

Source

LCFF

LCFF

Budget
Reference

2000-2999 Classified Salaries

2000-2999 Classified Salaries

Amount

\$0

\$33,394

\$71,271

Source

LCFF

LCFF

Budget
Reference

3000-3999 Employee Benefits

3000-3999 Employee Benefits

Amount

\$0

\$4,972

\$14,797

Source

LCFF

LCFF

Budget
Reference5000-5999 Services and Other Operating
Expenses5000-5999 Services and Other Operating
Expenses

Amount

\$5,297

\$0

\$0

Source

Other Federal Funds

Other Federal Funds

Other Federal Funds

Budget
Reference

2000-2999 Classified Salaries

2000-2999 Classified Salaries

2000-2999 Classified Salaries

Amount

\$1,418

\$0

\$0

Source

Other Federal Funds

Other Federal Funds

Other Federal Funds

Budget
Reference

3000-3999 Employee Benefits

3000-3999 Employee Benefits

3000-3999 Employee Benefits

Amount

\$0

\$7,694

\$0

Source

Other Federal Funds

Other Federal Funds

Budget
Reference5000-5999 Services and Other Operating
Expenses5000-5999 Services and Other Operating
Expenses

Action 4

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

Students to be Served:

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

Location(s):

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

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Site SSC and ELACs will continue to provide input on the Single Plan for Student Achievement (SPSA) and the School Safety Plans.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Sites' SSCs and ELACs will provide support to be able to solicit input in the schools' and District's plans, (i.e. Single Plan for Student Achievement (SPSA), School Safety Plans, LCAP, etc.).

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

SSC's, ELACs, and DELACs will provide input to Administration in the schools' and District's plan (i.e. School Plan for Student Achievement (SPSA), Comprehensive School Safety Plans, Local Control Accountability Plan (LCAP), etc.).

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference			
Amount	\$0	\$600	\$559
Source		LCFF	LCFF
Budget Reference		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)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

New Families to the District of TK-6 students will receive support and training on how to access the Aeries Parent Portal to view student attendance. Computers for parent use will be made available at all school sites and the District Office. Families that have been in the District will continue to receive updates and supports as needed to access their child's information through Aeries.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Families will receive support and training on how to access the Aeries Parent Portal to view student attendance and state assessments. Computers for parent use will be made available at all school sites and the District Office.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference			

Action 6

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Maintain an English Learner Program Coordinator to support English Learner parents and provide after school parent workshops such as Spanish Literacy Nights etc.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Director of Curriculum and Instruction and Educational Services Program Coordinator support parents of English Learners by providing parent workshops, such as Spanish Literacy Events etc.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$7,258 (repeat expenditure)	\$0	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries; Budgeted amount is captured in Goal 2, Action 9	1000-1999 Certificated Salaries
Amount	\$3,245 (repeat expenditure)	\$0	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits; Budgeted amount is captured in Goal 2, Action 9	3000-3999 Employee Benefits
Amount	\$7,258 (repeat expenditure)	\$0	\$0
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries; Budgeted amount is captured in Goal 2, Action 9	1000-1999 Certificated Salaries
Amount	\$7,258 (repeat expenditure)	\$0	\$0
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits; Budgeted amount is captured in Goal 2, Action 9	3000-3999 Employee Benefits
Amount	\$66,122 (repeat expenditure)	\$0	\$0
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries; Budgeted amount is captured in Goal 2, Action 9	1000-1999 Certificated Salaries
Amount	\$27,169 (repeat expenditure)	\$0	\$0
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits;	3000-3999 Employee Benefits

Budget
Action 9

ount is captured in Goal 2,

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)

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Invite Hart District feeder schools to collaborate with families in preparation for a successful middle school and high school transitions.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Invite William S. Hart Union High School District feeder schools to collaborate with families in preparation for a successful junior and high school transition.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0

Source	LCFF	LCFF	
Budget Reference			

Action 8

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

Students to be Served:

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

Location(s):

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

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Continue to provide a Student and Family Wellness Collaborative that engages community, staff and parents to provide children and families with services in and out of school.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Continue to provide a Student and Family Wellness Collaborative that engages community, staff, and parents to provide children and families with services in and out of school, as well as, partner with William S. Hart School District to plan and host a Family Resource Fair.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$128	\$288
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$0	\$4,346	\$4,482
Source		LCFF	LCFF
Budget Reference		2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$0	\$406	\$652
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$1,380	\$3,349	\$8,910
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	\$0	\$1,379	\$956
Source		LCFF	LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

Action 9

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

District Staff will provide new parent orientation meetings with Principals to welcome our new families.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

District Staff will purchase materials to support new parent orientation meetings with Principals to welcome our new families.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

District will purchase materials to support new parent orientation meetings with Principals to welcome our new families.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$1,350	\$1,239	\$935

Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies

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

Unchanged Goal

Goal 4

All students, including low income, English Learners and Foster Youth, and will be provided a safe and healthy learning environment to achieve social, emotional, and academic success.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate

Local Priorities: State Priorities: 1. Basic; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate Local Priorities

Identified Need:

The District's unduplicated percentage has increased from prior year. There is a need to provide resources that target all students, especially low income, Foster Youth, and English Learners to make sure that the social/emotional needs are being met so that students can thrive daily in the academic programs.

- * Increase the number of students feeling safe while attending school.
- * Increase the number of students feeling that school supports them in learning.
- * Increase the number of students that look forward to coming to school each day.
- * Decrease the number of suspensions.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Decrease the current suspension rate	0.05%	0.04%	0.01%	0.01%
Maintain current expulsion rate	0%	0%	0%	0%
Increase the number of students feeling safe while attending school as per survey	83%	85%	87 %	88%

Increase the number of students feeling that school supports them in learning as per survey	91%	92%	94%	95%
Increase the number of students that look forward to coming to school each day as per survey	78%	81%	75%	78%

Planned Actions / Services

Complete a copy of the following table for each of the LEAs 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)

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Increase students reporting positive relationships and safety.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$0
Source			
Budget Reference			

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)

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Increase small group counseling opportunities for identified students to support their social and academic success in school.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Increase small group counseling by providing services for all students, including English Learners, Low Income and Foster Youth, opportunities for identified students to support their social/emotional and academic success in school.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Increase small group counseling by providing services for identified students, including English Learners, Low Income, and Foster Youth, to support their social/emotional and academic success in school.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$44,100	\$32,798	\$42,640
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	\$11,500	\$11,500	\$0
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

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)

Location(s):

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

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Maintain the behavioral intervention specialist and behavioral intervention assistants at the District level to support students in regular and special education classes to support student connectedness and access to the core.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Maintain the behavioral intervention specialist and behavioral intervention assistants at the District level to support students, especially low income, Foster Youth, and English Learners, in regular and special education classes to support student connectedness and access to the core.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Hire a Behavioral Intervention Supervisor and maintain Behavioral Intervention Assistants at the District level to support students, especially Low Income, Foster Youth, and English Learners, in regular and special education classes to support student connectedness and access to the core program.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$48,714 (repeat expenditure)	\$44,928	\$48,102
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$38,859 (repeat expenditure)	\$43,705	\$64,236
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$33,825 (repeat expenditure)	\$42,088	\$71,493
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$0	\$277	\$0
Source		LCFF	LCFF
Budget Reference		4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	\$44,221 (repeat expenditure)	\$44,928	\$48,102
Source	Other Federal Funds	Other Federal Funds	Other State Revenues
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$30,618 (repeat expenditure)	\$89,540	\$103,430
Source	Other Federal Funds	Other Federal Funds	Other State Revenues
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$33,825 (repeat expenditure)	\$49,514	\$99,516
Source	Other Federal Funds	Other Federal Funds	Other State Revenues
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits

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)

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Show an increase of parent satisfaction in regards to school safety and climate as reflected on the LCAP Parent Survey.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0

Source			
Budget Reference			

Action 5

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

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)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

New Action

Implement positive school programs that encourage social behavior and student engagement at school sites.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Support schools with implementing positive academic and behavior programs (i.e. Character Counts, CHAMPS, Kelso Choices, Capturing Kid's Hearts, AR Incentive Programs, spirit assemblies etc.) that promote students engagement.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

See Goal 4 Action 8.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount

\$2,153

\$340

\$0

Source

LCFF

LCFF

Budget
Reference

4000-4999 Books and Supplies

4000-4999 Books and Supplies

Amount

\$0

\$937

\$0

Source

Federal Revenues - Title I

Budget
Reference

4000-4999 Books and Supplies

Amount

\$0

\$1,940

\$0

Source

Federal Revenues - Title I

Budget
Reference5000-5999 Services and Other Operating
Expenses

Action 6

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

Students to be Served:

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

Location(s):

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

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

New Action

Increase support to nursing staff by hiring an Licensed Vocational Nurse (LVN) to better serve the health of students in need.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Continue to support unduplicated count by having LVNs at school sites to support the health of students, especially Low Income, Foster Youth, and English Learners, in need.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$44,077	\$52,222	\$30,550
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$31,099	\$34,805	\$19,457
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$0	\$0	\$57,198
Source			Other State Revenues
Budget Reference			2000-2999 Classified Salaries
Amount	\$0	\$0	\$28,678
Source			Other State Revenues
Budget Reference			3000-3999 Employee Benefits

Action 7

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

Students to be Served:

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

Location(s):

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

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

New Action
Hire school social worker to provide comprehensive services to parents, students and staff addressing barriers that limit a student from receiving full benefit from their educational experience as well as provide additional professional development for the social worker to support students especially Low Income, Foster Youth and English Learners.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
Maintain school social worker and support personnel to provide comprehensive services to parents and students, (i.e. counseling, basic needs etc.). addressing barriers that limit a student from receiving full benefit from their education experience, as well as, provide additional professional development for the social worker to support students, especially Low Income, Foster Youth and English Learners.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$78,804
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries
Amount	\$0	\$51,199	\$11,701
Source		LCFF	LCFF
Budget Reference		2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$0	\$0	\$17,881
Source			LCFF
Budget Reference			4000-4999 Books and Supplies
Amount	\$0	\$34,123	\$27,185
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$0	\$4,949	\$1,889
Source		LCFF	LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

Action 8

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

Students to be Served:

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

Location(s):

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

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

New Action

Support schools with positive academic and behavior programs (i.e. Characters Counts, CHAMPS, Kelso Choices, Capturing Kid's Hearts, AR Incentive Programs, Spirit Assemblies, etc.) that promote student engagement, especially for English Learners, Low Income and Foster Youth

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$25,200
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries
Amount	\$0	\$0	\$5,567
Source			LCFF
Budget Reference			3000-3999 Employee Benefits
Amount	\$0	\$0	\$1,982
Source			LCFF
Budget Reference			4000-4999 Books and Supplies
Amount	\$0	\$0	\$51,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses
Amount	\$0	\$0	\$7,116
Source			Federal Revenues - Title I
Budget Reference			4000-4999 Books and Supplies
Amount	\$0	\$0	\$2,089
Source			Federal Revenues - Title I
Budget Reference			5000-5999 Services and Other Operating Expenses
Amount	\$0	\$0	\$443
Source			Federal Revenues - Title I

Budget
Reference

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7000-7499 Other

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds:

Percentage to Increase or Improve Services:

\$4,668,442

11.20%

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 Sulphur Springs Union School District (SSUSD) administrative team works collaboratively with District stakeholders to develop a plan that addresses the needs of all students while recognizing that our students who are low income (LI), Foster Youth (FY) and/or English Learners (ELs) face unique challenges which warrant additional support. The SSUSD values families and believes that they are an important component of the partnership between home and school. Working together, we can help each and every student, particularly LI, FY and ELs be prepared to be college and career ready when they graduate.

SSUSD is projected to receive \$ 4,668,442 in supplemental grant funding during the 2019-20 school year based on a projected unduplicated pupil percentage of 55.10%.

Actions/Services Contributing to meeting the increased or improved services and identified as Limited to Unduplicated Student Group(s). (Goal 2: Action 5, Action 6. Goal 3: Action 3, Action 6)

SSUSD will address the unique needs of unduplicated students (ELs) in the following ways:

- Provide Designated and Integrated ELD to support ELs in acquiring English proficiency, and provide ELA/math grade level standards through differentiation that is aligned to the California State Standards for English Learners in grades TK-6. Instructional delivery will target:
- Oral language development aligned to the new English Language Development (ELD) standards through multiple structures and strategies in core content areas (i.e. fluency and grammatical frames, oral rehearsal and collaborative conversations in English Language Arts, and Math Talks, Daily Routines in mathematics).
- The incorporation of scaffolds in content literacy instruction (i.e. Thinking Maps, GLAD strategies) in Science, History/Social Science, and ELA/ELD for all ELs, RFEPs and LTELs.
- Support and enhance the instructional programs through the purchase of supplemental ELA/ELD materials that encourage and motivate ELs, RFEP and LTELs to read.
- Provide intervention to decrease the number of LTELs during and after school and increase the number of reclassified ELs.
- Continue to provide professional development for teachers and administrators addressing the integration of the new ELD standards into daily ELA

instruction as well as how to instructionally address the English assessment, ELPAC.

- Hire Educational Services Program Coordinator as part of the Educational Services Department to assist teachers and administrators with utilizing research-based strategies in daily instruction, design and deliver professional development to teachers and administrators, oversight of ELPAC administration, monitoring reclassification process at school sites, oversight of DELAC and increasing parents of English Learners involvement and engagement.

- * Provide substitutes to support classroom teachers to administer the ELPAC assessment to English Learners.

- Supporting the home-to-school connection by providing District translators who will assist second language parents in helping their children who are English Learners to be college and career ready.

- Enhanced opportunities for parent engagement will be provided to our EL families including providing increased meeting times and translation services during district functions and celebrations.

(Research:

Buffum, A., & Mattos, M. (2014). *Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn*. Solution Tree Press.)

California Department of Education. (2010). *Improving education for English learners: Research-based approaches*. Sacramento, CA: CDE Press

Cheung, C., Lewin, K., & Jenkins, J. M. (2012). Helping youth in care succeed: Influence of caregiver involvement on academic achievement. *Children and Youth Services*, 34(6), 1092-1100.

Olsen, L. (2010). Changing course for long-term English learners. *Leadership*, 40(2), 30-33.)

Olsen, L. (2010). *Reparable Harm Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learners*.

Paradis, J., & Jia, R. (2017). Bilingual children's longterm outcomes in English as a second language: language environment factors shape individual differences in catching up with monolinguals. *Developmental science*, 20(1), e12433.

Povey, J., Campbell, A. K., Willis, L. D., Haynes, M., Western, M., Bennett, S., ... & Pedde, C. (2016). Engaging parents in schools and building parent-school partnerships: The role of school and parent organization leadership. *International Journal of Educational Research*, 79, 128-141.

Saunders, E., & Goldenberg, C. (2010). Research to guide English language development instruction. In California Department of Education, *Improving education for English Learners: Research-based approaches* (pp. 21-82). Sacramento, CA: CDE Press

Schneider, C., & Arnot, M. (2018). Transactional school-home-school communication: Addressing the mismatches between migrant parents' and teachers' views of parental knowledge, engagement and the barriers to engagement. *Teaching and Teacher Education*, 75, 10-20.

Actions/Services Contributing to meeting the increased or improved services and identified as LEA-wide. (Goal 1: Action 2, Action 8, Action 9. Goal 2: Action 1, Action 2, Action 3, Action 4, Action 7, Action 8, Action 11, Action 13, Action 16, Action 17, Action 18, Action 19. Goal 3: Action 2, Action 4, Action 8. Goal 4: Action 2, Action 3, Action 6, Action 7)

The District will use supplemental grant funds on a District-wide level to increase and/or improve services to our unduplicated pupils in a way that provides additional support to meet their unique needs in mastering grade level standards.

Intensive Intervention: (Goal 2, Action 4, Action 8, Goal 4, Action 3)

Data from District formative assessments and the California Dashboard reveals that Low Income, Foster Youth and English Learners need additional support in mastering grade level standards. The district provides additional instructional minutes for unduplicated students that need intensive support in mastering of grade level standards. Research supports that students who receive best first instruction from credentialed teachers in reading and math are successful in learning academic skills and for at risk students additional intervention and instruction provides opportunities for students to acquire grade level standards.

In addition, the District shall provide targeted supports to our unduplicated pupils to further close the achievement gap and support low income, Foster Youth and English Learners to master grade level standards in the following ways:

- Supplemental grant funds will be used to provide targeted academic intervention and intervention materials for all students but principally directed toward our LI, FY, and /or ELs that are identified as needing academic support, as well as, in the social and emotional areas.

- *Additional targeted support will be provided for students at risk in mathematics, especially LI, FY, and ELs by providing extended opportunities for intervention in small group instruction, as well as, one-on-one support as needed by using supplemental materials and programs.

(Research:

Allington, R. L. (2013). What really matters when working with struggling readers. *The Reading Teacher*, 66(7), 520-530.

Brown, K. J., Morris, D., & Fields, M. (2005). Intervention after grade 1: Serving increased numbers of struggling readers effectively. *Journal of Literacy Research*, 37(1), 61-94.

Buffum, A., & Mattos, M. (2014). *Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn*. Solution Tree Press.)

Christodoulou, J. A., Cyr, A., Murtagh, J., Chang, P., Lin, J., Guarino, A. J., ... & Gabrieli, J. D. (2017). Impact of intensive summer reading intervention for children with reading disabilities and difficulties in early elementary school. *Journal of learning disabilities*, 50(2), 115-127.

Eber, L., Sugai, G., Smith, C. R., & Scott, T. M. (2002). Wraparound and positive behavioral interventions and supports in the schools. *Journal of Emotional and Behavioral Disorders*, 10(3), 171-180.

Edmonds, M. S., Vaughn, S., Wexler, J., Reutebuch, C., Cable, A., Tackett, K. K., & Schnakenberg, J. W. (2009). A synthesis of reading interventions and effects on reading comprehension outcomes for older struggling readers. *Review of Educational Research*, 79(1), 262-300.

Hunt, J. H., Valentine, C., Bryant, D. P., Pfannenstiel, K. H., & Bryant, B. R. (2016). Supplemental mathematics intervention: How and why special educators intensify intervention for students with learning disabilities. *Remedial and Special Education*, 37(2), 78-88.

Professional Development (Goal 1, Action 2 : Goal 2, Action 1, Action 3, Action 7, Action 19)

Professional development is provided for all teachers to make sure that they have the knowledge, tools and practices to provide the very best first instruction for LI, FY and/or ELs. As the district implements new, state-approved instructional materials based on the California Standards, teachers need ongoing, targeted professional development in order to deliver the best instruction to low income, Foster Youth and English Learners. Supporting teachers in professional development and working with administrators on supporting the teachers in implementing what teachers have learned will improve instruction for LI, FY and/or ELs in the classroom.

During the 2019-20 school year, teachers will be provided professional development by the Director of Curriculum and Instruction, Educational Services Program Coordinator, as well as, by the Assistant Superintendent of Educational Services, on how to analyze data to target students that are most at risk, LI, ELs, and FY. This professional development will greatly assist teachers when they are at their school sites collaborating with their

colleagues on analyzing data to support students at risk. Teachers will attend professional development that supports the ELD standards so they understand what is needed to support students as students take the ELPAC.

Professional development provides all teachers, especially new teachers, sustainable support in implementing the California State Standards in English Language Arts (ELA) and math, English Language Development (ELD), the Next Generation Science Standards (NGSS) and technology integration. Additional focuses for professional development during the 2019-20 school year include: a focus on the ELA/ELD framework to help teachers implement the ELA/ELD instructional materials, further support implementation of the math instructional materials, providing NGSS professional development, focusing on the importance of analyzing student data, and the Substitution, Augmentation, Modification, and Redefinition (SAMR) model of technology integration. The skills, strategies and practices teachers acquire during professional development need to be implemented in the classroom and are essential for teachers to close the achievement gap for LI, FY, and/or ELs most impacted by lack of background knowledge.

Provide planning time for teachers to collaborate on supporting unduplicated students.

(Research :

ASCD. *Classroom Instruction That Works: Elementary School*. ASCD, 2012.

Bassuk, E. L., DeCandia, C.J., Beach, C.A., & Berman, F. (2014). America's youngest outcasts: a report card on child homelessness.

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective teacher professional development.

Hall, Tina and Smith, Mark; Teacher Planning: Teacher Planning, Instruction and Reflection: What We Know About Teacher Cognitive Processes;pas. 424-442, July 5, 2012.)

Kati Haycock, author of Good Teaching Matters: How Well-Qualified Teachers Can Close the Gap), concludes that most significant factor that impacts student achievement is the teacher.

Kennedy, M. M. (2016). How does professional development improve teaching?. *Review of educational research*, 86(4), 945-980.

McKnight, K., O'Malley, K., Ruzic, R., Horsley, M. K., Franey, J. J., & Bassett, K. (2016). Teaching in a digital age: How educators use technology to improve student learning. *Journal of research on technology in education*, 48(3), 194-211.

Richhart, R., & Perkins, D. (2008). Making thinking visible. *Educational Leadership*, 65(5), 57-61.

Schmoker, M. (2016). *Leading with Focus: Elevating the Essentials for School and District Improvement*.)

Supplemental Instructional Materials: (Goal 2, Action 2, Action 13)

Recognizing that our LI, FY and/or ELs may not have access to enhanced materials in the home, incorporating tools such as hands-on classroom resources, supplemental reading materials, additional digital materials in ELA and math, Visual and Performing Art experiences and technology in the daily instructional classroom allows them to develop necessary skills to stay on track with their peers and be ready for college and/or career. 2019 LCAP Parent Survey Data from our low income, Foster Youth and/or English Learner parents shows that there are families that do not have access to supplemental digital tools at home. Unduplicated students will have access to these supplemental digital tools during the school day to increase their exposure to practicing skills necessary to increase student achievement. Data from these supplemental digital tools show an increase of student achievement when students work within these supplemental programs on a regular basis.

(Research:

Catteral, J.S. (2012). The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies. Research Report #55. *National Endowment for the Arts.*)

Fyfe, E. R., Rittle-Johnson, B., & Farran, D. C. (2019). Predicting success on high-stakes math tests from preschool math measures among children from low-income homes. *Journal of Educational Psychology*, 111(3), 402.

Moyer-Packenham, P.S., & Westenskow, A. (2013). Effects of virtual manipulatives on student achievement and mathematics learning. *International Journal of Virtual and Personal Learning Environments (IJVPLE)*, 4(3), 35-50.

Technology (Goal 2, Actions 16, 17)

Technology integration is funded largely through supplemental grant funding to provide additional technology, including a 1:3 device to student ratio, incorporated into classroom instruction. The District wide program maximizes student access to instructional technology as well as provides support for LI, FY, ELs who may struggle with use of technology. The District will provide devices and computer and science lab assistants at all sites to enhance students' skills and mastery of grade level standards. The unduplicated pupils in the District are most likely to be the majority of pupils requiring these services. Research shows that English Learners have a tendency to develop habits of non-engagement and learned passivity in school. Environments that support small groups working together in a technology-rich classroom is particularly beneficial to English Learners in that it encourages them to communicate ideas to their peers using language skills in way that a typical classroom environment does not. Technology is highly motivating for students, especially low income, Foster Youth and English Learners, who do not have access to devices at home.

Effective technology integration is achieved when its use supports curricular goals. It must support four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. Research has proven that technology integration empowers students to master grade level content. It increases student motivation and engagement providing opportunities for students to explore and use technology tools within instructional lessons, which allows them to fully participate in technology rich experiences that make students actively involved in their learning. Students thrive on dynamic learning experiences that are collaborative, relevant, and engaging. SSUSD is dedicated to finding innovative ways of integrating technology into teaching, learning, and assessment. These strategies will allow for greater autonomy, engagement, individualization, and differentiation, while giving students more active, responsible roles in their own learning. Data from District instructional materials show that students at the end of the year score higher on the online assessments than students' scores from the beginning of the year.

(Research:

Ahmad, F. K. (2015). Use of assistive technology in inclusive education: Making room for diverse learning needs. *Transcience*, 6(2), 62-77.

Ertmer, P.A., Ottenbreit-Leftwich, A.T., Sadik, O., Sendurur, E., & Sendurur, P. (2012) Teacher beliefs and technology integration practices: A critical relationship. *Computers & Education*, 59 (2), 423-435.

Evseeva, A., & Solozhenko, A. (2015). Use of flipped classroom technology in language learning. *Procedia-Social and Behavioral Sciences*, 206, 205-209.

Hamilton, E.R., Akcaoglu, M., & Rosenberg, J.M. (2015). Examining the Substitution Augmentation Modification Redefinition (SAMR) Model for instructional design and technology integration.

Healey, D. (2018). TESOL technology standards. *The TESOL Encyclopedia of English Language Teaching*, 1-6.

Liao, Y. K. C., & Bright, G. W. (1991). Effects of computer programming on cognitive outcomes: A meta-analysis. *Journal of Educational Computing Research*, 7(3), 251-268. <http://www.edutopia.org/digital-generation-technology-integration-resources>)

Olsen, L. (2010) Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learners. Californians Together. Retrieved January 6, 2011 from: <http://www.californianstogethertogether.org/>

PuenteDura, R.R. (2013). Paths to technology integration: SAMR & TPCK in context.

Intervention Support (Goal 2, Actions 3, 8, 11, 17, 19; Goal 4, Actions 3, 6)

Data from District formative assessments and the California Dashboard reveals that low income, Foster Youth, and English Learners need additional support in mastering grade level standards in English Language Arts and math. The district provides additional opportunities before, during and after school for unduplicated students that need intensive support in mastering of grade level standards. Supporting Low Income, Foster Youth, and English Learners with additional instructional time to bolster their English Language Arts and mathematics skills helps to close the achievement gap, but mostly helps motivates the students to continue to put forth good effort and have more success during core instruction.

- Providing opportunities for teachers to work with administrators to discuss and identify unduplicated students who are struggling academically, developmentally, physically and/or emotionally is crucial in supporting the success of every student. Providing a tools, such as Aeries for SSTs and time for these discussions is paramount in identifying student needs and interventions that would address these needs.
- Providing before/after school intervention in ELA and/or mathematics to increase student achievement for LI, FY, and/or ELs.
- *Providing targeted intervention in mathematics for students, especially LI, FY, and ELs to increase student achievement. This is being implemented by having students attend before and after school intervention using Imagine Math, and is also being implemented within the school day during intervention time.
- Teachers on Special Assignment (TOSAs) provide instruction, support, coaching, and or intervention in core subjects.
- Outside of the school year intervention opportunities (Summer LI, FY and EL Academy, Winter LI, FY and EL Academy, Summer AR Program) will be made available to LI, FY and ELs. The Director of Curriculum and Instruction will work with teachers to prepare for summer and winter academies that will focus on the listening, speaking, reading, writing skills and math that is needed to be remediated in order for students to reclassify as fluent English proficient and master grade level standards. This action is principally directed towards English learners and Foster Youth. Librarian Technicians, as well as, computer and science lab assistants, continue to also be key support staff in assisting the classroom teachers by providing additional intervention and support to students by assisting the teacher in the delivery of ELA and mathematic supplemental programs. Research shows that extending the learning year and addressing the specific needs of English Learners and Foster Youth can help close the existing achievement gap.
- Outside of the school year enrichment opportunities are provided for low income, Foster Youth and English Learner students during the GATE Academies. Research shows that extending the learning year and addressing the specific needs of low income, English Learners and Foster Youth can help increase student achievement through enrichment activities.
- Maintaining nursing staff with Licensed Vocational Nurses (LVN) to better serve the health of students in need. The LVN is stationed at Title I schools which is supporting a high number of unduplicated students.

Supporting low income, Foster Youth and English Learners with additional opportunities of intervention allows unduplicated students to acquire more skills that they have not yet mastered and be better prepared for the next grade level.

(Research:

Baisch, M. J., Lundeen, S. P., & Murphy, M. K. (2011). Evidence Based Research on the Value of School Nurses in an Urban School System. *Journal of School Health*, 81(2), 74-80.)

Buffum, A., & Mattos, M. (2014). *Pyramid Response to Intervention: Fostering Professional Learning Communities, and How to Respond When Kids Do Learn*. Solution Tree Press.

Eber, L., Sugai, G., Smith, C. R., & Scott, T. M. (2002). Wraparound and positive behavioral interventions and supports in the schools. *Journal of Emotional and Behavioral Disorders*, 10(3), 171-180.

Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. Routledge.

Research indicates that that the longest lasting staff development benefit occurs if, post training, teachers receive modeling from a more capable other in the setting where the work is done. Improving the Instructional Core, Elmore, R. (2008)

Richhart, R., & Perkins, D. (2008). Making thinking visible. *Educational Leadership*, 65(5), 57-61.

Ross, J. A. (1992). Teacher efficacy and the effects of coaching on student achievement. *Canadian Journal of Education/Revue canadienne de l'education*, 51-65.

Counseling Services and Behavior Intervention Support Team (Goal 3, Actions 2, 8, Goal 4, Actions 2, 3, 7)

The Sulphur Springs Union School District aims to support student achievement by focusing on the whole child. The District has put in place a Behavioral Intervention Support Team and provides counseling to students at all sites throughout the District. The purpose of these services is to support each at-risk student as needed and provide them tools to assist them to overcome behavioral and emotional obstacles to learning. These actions are principally directed toward our unduplicated pupil groups in that they will provide additional support to students with a wide range of issues caused by socio-cultural barrier, poverty and absent and working parents.

The Behavioral Intervention Team includes a behavior intervention specialist and full time and part time aides who are able to respond to early signs of behavior issues in the classroom. The team provides support to the student by determining the underlying student needs that drives the behavior, and then teaching them the necessary skills to express their needs in an appropriate manner. The behavior intervention support team provides support to at-risk students to ensure access to the core curriculum and increased student achievement.

The Wellness Consortium are community partners working with the district to provide additional services and supports that unduplicated families may need in order to maximize student learning.

Counseling is offered District-wide with services offered weekly at each school site. The District has observed that majority of students who reflect a need for these services have been unduplicated pupils. A report by the American School Counselor Association, Lapan, R.T., Gysbers, N.C., Bragg, S., & Pierce, M.E. (2012) concluded that students who have greater access to school counselors and comprehensive school counseling programs are more likely to succeed academically and behaviorally in school; this is particularly true for high poverty students. The counselor, as well as, the school social worker will collaborate on ways to increase efforts to strengthen parent engagement at all school sites by hosting parent information meetings, working with students to have campaigns at the sites that support students social/emotional well-being where parents will be invited to attend, additional activities throughout the year that center on student and family wellness.

Continuing to maintain the school social worker to provide comprehensive services to parents, students and staff while addressing barriers that limit a student from receiving their full benefit from their educational experiences continues to greatly support students' learning to access the curriculum while supporting their social/emotional well-being.

(Research:

Constable, R. (2009). The role of the school social worker. *School social work: Practice, policy, and research*, 3-29.)

Dorado, J. S., Martinez, M., McArthur, L. E., & Leibovitz, T. (2016). Hearts: Environments and Response to Trauma in Schools (HEARTS): A whole school, multi-level, prevention and intervention program for creating trauma-informed, safe and supportive schools. *School Mental Health, 8*(1), 163-176.

Dupper, D. R. (2002). School social work. *Skills and Interventions for effective Practice. Hoboken, New Jersey.*

Epstein, J. L. (1995). School/family/community partnerships. *Phi delta kappan, 76*(9), 701.

Joseph, Laurice M.; Alber-Morgan, Sheila; Neef, Nancy (2016). Applying Behavior Analytic Procedures to Effectively Teach Literacy Skills in the Classroom. *Psychology in the Schools 53*(1), 73-88.

Lynn, C. J., McKay, M. M., & Atkins, M. S. (2003). School social work: Meeting the mental health needs of students through collaboration with teachers. *Children & Schools, 25*(4), 197-209.

Stone, C. B., & Clark, M. A. (2001). School counselors and principals: Partners in support of academic achievement. *NASSP Bulletin, 85*(624), 46-53.

Increased services through support staff: (Goal 2, Actions 11, 17, 19)

Additional administrative support (Director of Curriculum and Instruction and Educational Services Program Coordinator) and classified staff (Library Resource Technicians, Computer Lab Specialists, Science Lab Assistants) enhances the instructional program for Low Income, English Learners and Foster Youth students. The District offers intervention for unduplicated students throughout the year, which is overseen by the Director of Curriculum and Instruction. The teachers are afforded opportunities to be trained by the Director, as well as, coached by the Director on how to implement intensive intervention programs that are over and above the base program. Data from student and parent 2019 LCAP Survey results shows the continued need for science and technology opportunities for students. 93% of the students shared that they are learning about computers, technology and coding. 90% of the students showed that they are learning about science. 91% of the parents on the 2019 LCAP Survey stated that they believe sufficient opportunities are provided for their student to explore science ideas and practices as well as gain technology skills. 94% of the staff on the 2019 Staff LCAP Survey shared that the district is providing a high quality education for students by preparing students for a successful life, college and/or career. It is important the district continue to provide opportunities for the students to attend the science lab, computer lab and school library. 92% of staff on the 2019 Staff LCAP Survey state that the CA Standards are being implemented within the district to raise educational standards for all students in all core subjects. Providing TOSA and administrative support reinforces effective and targeted instruction.

Teachers on Special Assignment (TOSAs) at the district level provide instruction, support and or intervention in core subjects.

Provide Library Resource Technician support in the school library so Low Income, Foster Youth and English Learners have access to library books and can support students in selecting books at an appropriate reading level and take Accelerated Reader tests on computers.

Computer Lab Specialists provide additional support for Low Income, Foster Youth and English Learners during technology lessons. The additional adult in the computer lab allows more students to be supported to acquire grade level skills during hands-on learning.

Science Lab Assistants provide additional support for Low Income, Foster Youth and English Learners during science lessons. The additional adult in the science lab allows more students to be supported to acquire grade level skills during hands-on learning.

Director of Curriculum and Instruction and Educational Services Program Coordinator assists school sites in supporting student achievement for unduplicated students by focusing on student data analysis and intervention programs.

(Research:

Blatchford, P. (2006). The Deployment and Impact of Support Staff in Schools: Report on findings from a national questionnaire survey of school support staff and teachers (Strand 1, Wave 1, 2004).

Lee-Keenan, D., & Ponte, I. C. (2018). Meaningful Assessment and Documentation: How Directors Can Support Teaching and Learning. *YC Young Children*, 73(5), 87-92.

Madden, J. (2017). Best Practices Used By Assistant Superintendents Of Curriculum And Instruction: Improving Teacher Instruction In a High Accountability Environment.

Increased Parental Involvement (Goal 1, Action 8, Goal 3, Actions 2, 4, 8)

Research shows that students perform better at school when parents are part of their child's educational program. Parent engagement supports increased achievement of Low Income, English Learners and Foster Youth. This provides parents a better understanding of how to assist their child at school. The school sites keep track of the number of parents who attend parent conferences, Back to School Night, Open Houses and other parent workshops. The goal is to increase the number of parents who attend these events. After getting parent input through meeting and surveys, the District and schools will provide a variety of ongoing parent workshops to support parents on how they can assist their child's academic success. Parents will also be provided trainings on how support School Site Councils (SSC) and English Learners Advisory Committees (ELAC) to ensure the success of unduplicated students.

(Research:

Carol Vincent Research Fellow in Education Policy. (2013). The Impact of Family Involvement on the Education of Children Ages 3 to 8: A Focus on Literacy and Math Achievement Outcomes and Social-Emotional Skills. *MDRC*.)

Hoglund, W. L., Jones, S. M., Brown, J. L., & Aber, J. L. (2015). The evocative influence of child academic and social-emotional adjustment on parent involvement in inner-city schools. *Journal of Educational Psychology*, 107(2), 517.

Lloyd, J., McHugh, C., Minton, J., Eke, H., & Wyatt, K. (2017). The impact of active stakeholder involvement on recruitment, retention and engagement of schools, children and their families in the cluster randomised controlled trial of the Healthy Lifestyles Programme (HeLP): a school-based intervention to prevent obesity. *Trials*, 18(1), 378.

Scully, P., Stites, M. L., Roberts-King, H., & Barbour, C. (2015). *Families, schools and communities*. Boston MA: Pearson.

Attendance/Transportation (Goal 1, Actions 8, 9) VAPA (Goal 2, Action 13) Goal 4, Action 7)

Absenteeism matters to subsequent student performance in school. The attendance data trend for the past three years shows a decline in daily attendance at all nine school sites. The SSUSD is committed to ensuring that all students attend school on a daily basis, with a focus on LI, FY, and/or ELs. District Staff has provided training to staff to effectively monitor attendance on a daily basis and provide early intervention when needed to reduce loss on instructional time. In addition, District teachers, school social worker, and administrative staff promote student attendance by providing certificates, banners, ribbons and other incentives to encourage students to come to school. SSUSD is committed to working together with families to understand the factors behind absenteeism to effectively address the problems. District has also purchased Attention 2 Attendance, software program, that supports administrators and teachers on how to intervene early and provide supports to families to increase positive attendance in schools. Research supports that when students attend school on a regular basis, student achievement increases. The school social worker will also support families by meeting with LI, FY, and EL students, who have high absenteeism rates and collaborate with families to discuss ways to remove obstacles that are getting in the way of the child attending school daily and on time.

•Recognizing the transportation challenges of our low-income families face, the District shall provide transportation to and from school at no cost for our students that live outside the walk-in zone to their assigned school. This helps support the District's goals to increase achievement through

attendance.

- Visual and Performing Arts (VAPA) opportunities are motivating, interesting and highly engaging for unduplicated students especially students who do not have access to these types of experiences at home.

(Research:

Brown, J. (2012). The current status of STEM education research. *Journal of STEM Education: Innovations and Research*, 13(5), 7.

Ellen, W., & Stéphan, V. L. (2013). *Educational research and innovation art for art's sake? The impact of arts education: The Impact of Arts Education*. OECD Publishing.)

Epstein, J. L., & Sheldon, S. B. (2002). Present and accounted for: Improving student attendance through family and community involvement. *The Journal of Educational Research*, 95(5), 308-318.

Huston, A., Gupta, A., & Schexnayder, D. (2013). Study of Early Education in Texas The Relationship of Pre-K Attendance to 3rd Grade Test Results. Coelho, R., Fischer, S., McKnight, F., Matteson, S., & Schwartz, T. (2015). The effects of early chronic absenteeism on third-grade academic achievement measures. In *Workshop in Public Affairs*.

Gottfried, M. A. (2017). Linking Getting to School With Going to School. *Educational Evaluation and Policy Analysis*, 0162373717699472.

Graham, N. J., & Brouillette, L. (2016). Using Arts Integration to Make Science Learning Memorable in the Upper Elementary Grades: A Quasi-Experimental Study. *Journal for Learning through the Arts*, 12(1), n1.

Jordan, P. W., & Miller, R. (2017). Who's in: Chronic absenteeism under the Every Student Succeeds Act. *Future Ed*.

Maxwell, L. E. (2016). School building condition, social climate, student attendance and academic achievement: A mediation model. *Journal of Environmental Psychology*, 46, 206-216.

Additional Transitional Kindergarten All Day Programs (Goal 2, Action 18)

The District has offered a transitional kindergarten program for the past five years. The number of transitional kindergarten classes has been dependent upon where the largest number of transitional kindergartners have enrolled. The district had the need to offer a transitional kindergarten class at all nine sites in 2017-18. During the 2016-17 school year, the district noticed that a larger number of unduplicated parents did not send their child to transitional kindergarten if there was not a class at their home school. For example, in 2015-16 a transitional kindergarten class was offered at Leona Cox. In 2016-17, there was not a transitional kindergarten class offered at Leona Cox and the few students were offered a transitional kindergarten class at a neighboring school site. However, there were a number of parents who decided not to send their unduplicated transitional kindergarten student for lack of transportation, etc. The District did see a need to offer a transitional kindergarten class at each of the nine sites in 2017-18 to make sure that all unduplicated transitional kindergarten students have a program to attend at their own school. It is extremely important that these youngest students who are coming to school without the necessary experiences to build a solid foundation for their education are easily provided a strong educational foundation in transitional kindergarten. The district determined the need to increase instructional time for these youngest students to assist them both academically and socially to prepare unduplicated students with a stronger foundation. An all day transitional kindergarten program at every school site will need to continue to be offered to unduplicated students. The district offered TK at all nine sites due to an increase in the number of TK students enrolled in 2018-19 school year. The District will offer TK classes at every site in 2019-20 school year due to demand in enrollment.

(Research:

Baskett, R., Brayant, K., White, W., & Kyle, R. (2005). Half-day to full-day kindergarten: An analysis of educational change scores and demonstration of educational research collaboration. *Early Child Development and Care*, 5, 419- 430)

Feeney, C. A. (2016). *Transitional kindergarten in California: A guide for parents, primary grade teachers, and early childhood educators* (Doctoral dissertation, California State University, Los Angeles).

Flores, C. (2019). *Transitional kindergarten: promoting total success for young children's language cognition, literacy, and socio-emotional development* (Doctoral dissertation, California State University, Northridge).

Manship, K., Holod, A., Quick, H., Ogut, B., de los Reyes, I. B., Anthony, J., ... & Vontsolos, E. (2017). The Impact of Transitional Kindergarten on California Students.

Pitch, Lisa & Edwards, Ordene (2). Kindergarten Study: Full-Day versus Half-Day Kindergarten. Pitch, M.A. Coordinator of Research Clark County School District and Edwards, M.S. University of Nevada, Las Vegas Department of Educational Psychology.

Actions/Services Contributing to meeting the increased or improved services and identified as School-wide, (Goal 2, Action 10, 12 / Goal 4, Action 5)

Increased services through support staff: (Goal 2, Actions 10, 12)

Additional administrative support (Assistant Principal) enhances the instructional program for Low Income, English Learners and Foster Youth students. Assistant Principals support at Leona Cox, Fair Oaks Ranch, Mitchell, and Sulphur Springs Community Schools provides additional resources for students who may have behavior issues or struggles due to a variety of causes. Examples of ways that Assistant Principals provide additional support LI, FY, and ELs are by assisting the Principals with overseeing all intervention programs at the sites, as well as, the counseling services that are provided to the children. Further, the support helps students address a wide range of issues caused by economic, cultural, and social and language barriers and absent and/or working parents. Supporting Low Income, English Learners and Foster Youth and their families with academic, social/emotional or behavior support will allow students to be better prepared for class and ready to learn.

Teachers on Special Assignment (TOSAs) further support and assist teachers with meeting the needs of all students, especially Low Income, Foster Youth, and English Learners. TOSAs working together with the classroom teachers to enhance the learning environment and directly support them in differentiating their instructional delivery to target specific needs of students assists in increasing student achievement. In addition, TOSAs will support teachers by working with them to assist with providing coaching and training on delivering an effective intervention program for students at-risk.

(Research:

Blatchford, P. (2006). The Deployment and Impact of Support Staff in Schools: Report on findings from a national questionnaire survey of schools, support staff and teachers (Strand 1, Wave 1, 2004).)

Jacob, R., Hill, H., & Corey, D. (2017). The impact of a professional development program on teachers' mathematical knowledge for teaching, instruction, and student achievement. *Journal of Research on Educational Effectiveness*, 10(2), 379-407.

Lofthouse, R., & Thomas, U. (2017). Concerning collaboration: teachers' perspectives on working in partnerships to develop teaching practices. *Professional development in education*, 43(1), 36-56.

Positive Behavior Programs in Schools (Goal 4, Action 8)

Providing opportunities for teachers, support staff, administrators, and parents to work together to support positive behavior programs in schools

greatly enhances the learning for all students, especially LI, FY, and E. The District's CA Dashboard also indicated that LI, FY, and E are in of support in the areas of chronic absenteeism and suspension rates, being orange and yellow in these areas. Research shows that when positive behavior programs are in schools, students, especially those at-risk, will be more engaged and will support in reducing suspension and increasing attendance. At-risk groups are in need of support in the areas of enhancing positive relationships, and research shows that when educators connect with students socially, especially those at-risk, promotes improved attendance and academic achievement. It is important that all nine schools in the District have a focus on building a strong positive behavior program that strengthens each child's sense of wanting to connect and be at school on a daily basis, especially for those students at-risk. The nine schools are implementing additional positive behavior programs, such as Capturing Kids' Hearts, CHAMPS etc., that strengthen the relationship between staff and students, as well as, embracing the parent community to further enhance the educational programs in our schools. Research shows that students that are nurturing, cared for, and take responsibility for their learning, further exceed socially and academically. These positive behavior programs are further exceeding the educational programs that are offered in all nine schools.

(Research:

Flippen, F. (1999). Capturing kids' hearts. *Flippen Education website*.

Hieneman, M., Dunlap, G., & Kincaid, D. (2005). Positive support strategies for students with behavioral disorders in general education settings. *Psychology in the Schools*, 42(8), 779-794.

Horner, R. H., Sugai, G., & Anderson, C. M. (2010). Examining the evidence base for school-wide positive behavior support. *Focus on exceptional children*, 42(8).

Jiménez-Barbero, J. A., Ruiz-Hernández, J. A., Llor-Zaragoza, L., Pérez-García, M., & Llor-Esteban, B. (2016). Effectiveness of anti-bullying school programs: A meta-analysis. *Children and Youth Services Review*, 61, 165-175.

Richards, M. G., Aguilera, E., Murakami, E. T., & Weiland, C. A. (2014, July). Inclusive Practices in Large Urban Inner-City Schools: School Principal Involvement in Positive Behavior Intervention Programs. In *National Forum of Educational Administration & Supervision Journal* (Vol. 31, No. 4).

Sugai, G., & Horner, R. R. (2006). A promising approach for expanding and sustaining school-wide positive behavior support. *School psychology review*, 35(2), 245.

Yeager Jr, W. L. (2004). *The effect of the Capturing Kids' Hearts staff development program in fostering positive teacher-student relationships at Jane Long Middle School in Bryan ISD* (Doctoral dissertation, Texas A&M University).

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds:

\$4,491,131

Percentage to Increase or Improve Services:

10.96%

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 Sulphur Springs Union School District (SSUSD) administrative team works collaboratively with District stakeholders to develop a plan that addresses the needs of all students while recognizing that our students who are low income (LI), Foster Youth (FY) and/or English Learners (ELs) face unique challenges which warrant additional support. The SSUSD values families and believes that they are an important component of the partnership between home and school. Working together, we can help each and every student, particularly LI, FY and ELs be prepared to be college and career ready when they graduate.

SSUSD is projected to receive \$4,469,454 in supplemental grant funding during the 2018-19 school year based on a projected unduplicated pupil percentage of 54.39%.

Actions/Services Contributing to meeting the increased or improved services and identified as Limited to Unduplicated Student Group(s). (Goal #2-Actions 8, 9, 10; Goal #3-Actions 3, 7)

SSUSD will address the unique needs of these unduplicated students (ELs, LI, and/or FY) in the following ways:

- Provide Designated and Integrated ELD to support ELs in acquiring English proficiency and ELA/math grade level standards through differentiation aligned to the California State Standards for English Learners in grades TK-6th will target:
- Oral language development aligned to the new English Language Development (ELD) standards through multiple structures and strategies in core content areas (i.e. fluency and grammatical frames, oral rehearsal and collaborative conversations in English Language Arts, and Math Talks, Daily Routines in mathematics).
- The incorporation of scaffolds in content literacy instruction (i.e. Thinking Maps, GLAD strategies) in Science, History/Social Science, and ELA/ELD for all ELs, RFEPs and LTELs.
- Support and enhance the instructional programs through the purchase of supplemental ELA/ELD materials that encourage and motivate ELs, RFEP and LTELs to read.
- Provide intervention to decrease the number of LTELs during and after school and increase the number of reclassified ELs.
- Continue to provide professional development for teachers and administrators addressing the integration of the new ELD standards into daily ELA instruction as well as how to instructionally address the new English assessment, ELPAC.
- Maintaining an English Language Coordinator as part of the Instructional Services Department to assist teachers and administrators with utilizing research-based strategies in daily instruction, design and deliver professional development to teachers and administrators, oversight of ELPAC administration, monitoring reclassification process at school sites, oversight of DELAC and increasing parents of English Learners involvement and engagement.
- Supporting the home to school connection by providing a translator who will support second language parents is helping their ELs be college and career ready.
- Enhanced opportunities for parent engagement will be provided to our EL families including providing increased meeting times and translation services during district functions and celebrations.

(Research:

California Department of Education. (2010). Improving education for English learners: Research- based approaches. Sacramento, CA: CDE Press

Saunders, E., & Goldenberg, C. (2010). Research to guide English learner development instruction. In California Department of Education, *Improving education for English Learners: Research-based approaches* (pp. 21-82). Sacramento, CA: CDE Press

Olsen, L. (2010). Changing course for long-term English learners. *Leadership*, 40(2), 30-33.)

Cheung, C., Lewin, K., & Jenkins, J. M. (2012). Helping youth in care succeed: Influence of caregiver involvement on academic achievement. *Children and Youth Services*, 34(6), 1092-1100.

Buffum, A., & Mattos, M. (2014). *Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn*. Solution Tree Press.)

Actions/Services Contributing to meeting the increased or improved services and identified as LEA-wide.

The District will use supplemental grant funds on a District-wide level to increase and/or improve services to our unduplicated pupils in a way that provides additional support to meet their unique needs in mastering grade level standards.

Intensive Intervention: (Goal #1- Action 8, Goal #2- Action 7)

Data from District formative assessments and the California Dashboard reveals that Low Income, Foster Youth and English Learners need additional support in mastering grade level standards. The district provides additional instructional minutes for unduplicated students that need intensive support in mastering of grade level standards. Research supports that students who receive best first instruction from credentialed teachers in reading and math are successful in learning academic skills and for at risk students additional intervention and instruction provides opportunities for students to acquire grade level standards.

In addition, the District shall provide targeted supports to our unduplicated pupils to further close the achievement gap and support low income, Foster Youth and English Learners to master grade level standards in the following ways:

- Supplemental grant funds will be used to provide targeted academic intervention and intervention materials for all students but principally directed toward our LI, FY, and /or ELs that are identified as needing academic support as well as in the social and emotional areas.

(Research:

Edmonds, M. S., Vaughn, S., Wexler, J., Reutebuch, C., Cable, A., Tackett, K. K., & Schnakenberg, J. W. (2009). A synthesis of reading interventions and effects on reading comprehension outcomes for older struggling readers. *Review of Educational Research*, 79(1), 262-300.

Allington, R. L. (2013). What really matters when working with struggling readers. *The Reading Teacher*, 66(7), 520-530.

Brown, K. J., Morris, D., & Fields, M. (2005). Intervention after grade 1: Serving increased numbers of struggling readers effectively. *Journal of Literacy Research*, 37(1), 61-94.

Buffum, A., & Mattos, M. (2014). *Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn*. Solution Tree Press.)

Professional Development: (Goal #1-Action 2; Goal #2-Actions 1, 4, 11, 17, 26)

Professional development is provided for all teachers to make sure that they have the knowledge, tools and practices to provide the very best first instruction especially for LI, FY and/or ELs. As the district implements new, state-approved instructional materials based on the California Standards, teachers need ongoing, targeted professional development in order to deliver the best instruction to low income, Foster Youth and English Learners. Supporting teachers in professional development and working with administrators on supporting the teachers in implementing what

teachers have learned will improve instruction for LI, FY and/or ELs in the classroom.

Professional development provides all teachers, especially new teachers, sustainable support in implementing the California State Standards in English Language Arts (ELA) and math, English Language Development (ELD), the Next Generation Science Standards (NGSS) and technology integration. Focuses for professional development during the 2018-19 school year include: a focus on the ELA/ELD framework to help teachers implement the new ELA/ELD instructional materials, further support implementation of the math instructional materials, beginning to provide NGSS professional development, focusing on the importance of analyzing student data, and the Substitution, Augmentation, Modification, and Redefinition (SAMR) model of technology integration. The skills, strategies and practices teachers acquire during professional development need to be implemented in the classroom and are essential for teachers to close the achievement gap for LI, FY, and/or ELs most impacted by lack of background knowledge.

Provide planning time for teachers to collaborate on supporting unduplicated students.

(Research :

Kati Haycock, author of Good Teaching Matters: How Well-Qualified Teachers Can Close the Gap), concludes that most significant factor that impacts student achievement is the teacher.

Bassuk, E. L., DeCandia, C.J., Beach, C.A., & Berman, F. (2014). America's youngest outcasts: a report card on child homelessness.

Schmoker, M. (2016). *Leading with Focus: Elevating the Essentials for School and District Improvement.*)

ASCD. *Classroom Instruction That Works: Elementary School*. ASCD, 2012.

Hall, Tina and Smith, Mark; Teacher Planning: Teacher Planning, Instruction and Reflection: What We Know About Teacher Cognitive Processes;pas. 424-442, July 5, 2012.)

Supplemental Instructional Materials: (Goal #2-Action 3)

Recognizing that our LI, FY and/or ELs may not have access to enhanced materials in the home, incorporating tools such as hands-on classroom resources, supplemental reading materials, additional digital materials in ELA and math, Visual and Performing Art experiences and technology in the daily instructional classroom allows them to develop necessary skills to stay on track with their peers and be ready for college and/or career. 2018 LCAP Parent Survey Data from our low income, Foster Youth and/or English Learner parents shows that there are families that do not have access to supplemental digital tools at home. Unduplicated students will have access to these supplemental digital tools during the school day to increase their exposure to practicing skills necessary to increase student achievement. Data from these supplemental digital tools show an increase of student achievement when students work within these supplemental programs on a regular basis.

(Research:

Moyer-Packenham, P.S., & Westenskow, A. (2013). Effects of virtual manipulatives on student achievement and mathematics learning. *International Journal of Virtual and Personal Learning Environments (IJVPLE)*, 4(3), 35-50.

Catteral, J.S. (2012). The Arts and Achievement in At-Risk Youth: Finding from Four Longitudinal Studies. Research Report #55. *National Endowment for the Arts.*)

Technology (Goal #2-Actions 22, 23, 24)

Technology integration is funded largely through supplemental grant funding to provide additional technology, including a 1:3 device to student ratio incorporated into classroom instruction. The District wide program maximizes student access to instructional technology as well as provides support for LI, FY, and/or ELs who may struggle with use of technology due to limited access to technology at home. The unduplicated pupils in the District are most likely to be the majority of pupils requiring these services. Research shows that English Learners have a tendency to develop habits of non-engagement and learned passivity in school. This small group collaborative working environment enabled with a technology-rich classroom is particularly beneficial to our English Learners in that it encourages them to communicate ideas to their peers using language skills in way that a typical classroom environment does not. Technology is highly motivating for students, especially low income, Foster Youth and English Learners, who do not have access to devices at home.

Effective technology integration is achieved when its use supports curricular goals. It must support four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. Research has proven that technology integration empowers students to master grade level content. It increases student motivation and engagement providing opportunities for students to explore and use technology tools within instructional lessons, which allows them to fully participate in technology rich experiences that make students actively involved in their learning. Students thrive on dynamic learning experiences that are collaborative, relevant, and engaging. The SSUSD is dedicated to finding innovative ways of integrating technology into teaching, learning, and assessment. These strategies will allow for greater autonomy, engagement, individualization, and differentiation, while giving students more active, responsible roles in their own learning. Data from District instructional materials show that students at the end of the year score higher on the online assessments than students' scores from the beginning of the year.

Maintaining a Teacher on Special Assignment (TOSA) position in the area of Technology, will further support and enhance LI, FY, and /or ELs students access to instructional technology since this person will assist the classroom teachers with fully utilizing technology as an instructional tool, modeling lessons, and providing professional development. Teachers of Low Income, Foster Youth and English Learners are provided opportunities to work with the Tech TOSA who models lessons and provides coaching during instructional lessons. The Tech TOSA also supports Computer Science Clubs for Low Income, Foster Youth and English Learners before, during and after school. Supporting Low Income, Foster Youth and English Learners and their families with technology will prepare students for college and career.

(Research:

Ertmer, P.A., Ottenbreit-Leftwich, A.T., Sadik, O., Sendurur, E., & Sendurur, P. (2012) Teacher beliefs and technology integration practices: A critical relationship. *Computers & Education*, 59 (2), 423-435.

Puentedura, R.R. (2013). Paths to technology integration: SAMR & TPCK in context.

Hamilton, E.R., Akcaoglu, M., & Rosenberg, J.M. (2015). Examining the Substitution Augmentation Modification Redefinition (SAMR) Model for instructional design and technology integration.

Olsen, L. (2010) Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learners. Californians Together. Retrieved January 6, 2011 from: <http://www.californiantogether.org/>

Liao, Y. K. C., & Bright, G. W. (1991). Effects of computer programming on cognitive outcomes: A meta-analysis. *Journal of Educational Computing Research*, 7(3), 251-268.

<http://www.edutopia.org/digital-generation-technology-integration-resources>)

Intervention Support (Goal #2 Actions 5, 6, 12, 13, 17, 26; Goal #4-Actions 2, 7)

Data from District formative assessments and the California Dashboard reveals that low income, Foster Youth and English Learners need additional

support in mastering grade level standards in English Language Arts and math. The district provides additional opportunities before, during and after school for unduplicated students that need intensive support in mastering grade level standards. Supporting Low Income, Foster Youth and English Learners with additional instructional time to bolster their English Language Arts and mathematics skills helps to close the achievement gap but mostly helps motivate the students to continue to put forth good effort and have more success during core instruction.

- Providing opportunities for teachers to work with administrators to discuss and identify unduplicated students who are struggling academically, developmentally, physically and/or emotionally is crucial in supporting the success of every student. Providing a tool, SST Online, and time for these discussions is paramount in identifying student needs and interventions that would address these needs.
- Providing before/after school intervention in ELA and/or mathematics to increase student achievement for LI, FY, and/or ELs.
- Teachers on Special Assignment (TOSAs) provide instruction, support, coaching, and or intervention in core subjects.
- Outside of the school year intervention opportunities (Summer LI, FY and EL Academy, Winter LI, FY and EL Academy, Summer AR Program, Curriculum Correspondence Program) will be made available to LI, FY and ELs. The summer and winter academies will focus on the listening, speaking, reading, writing skills and math that need to be remediated in order for students to reclassify as fluent English proficient and master grade level standards. This action is principally directed towards English learners and Foster Youth. Research shows that extending the learning year and addressing the specific needs of English Learners and Foster Youth can help close the existing achievement gap.
- Outside of the school year enrichment opportunities are provided for low income, Foster Youth and English Learner students during the GATE Academies. Research shows that extending the learning year and addressing the specific needs of low income, English Learners and Foster Youth can help increase student achievement through enrichment activities.
- Maintaining nursing staff with Licensed Vocational Nurses (LVN) to better serve the health of students in need. The LVN is stationed at Title I schools which is supporting a high number of unduplicated students.

Supporting low income, Foster Youth and English Learners with additional opportunities of intervention allows unduplicated students to acquire more skills that they have not yet mastered and be better prepared for the next grade level.

(Research:

Buffum, A., & Mattos, M. (2014). *Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn*. Solution Tree Press.

Ross, J. A. (1992). Teacher efficacy and the effects of coaching on student achievement. *Canadian Journal of Education/Revue canadienne de l'éducation*, 51-65.

Research indicates that the longest lasting staff development benefit occurs if, post training, teachers receive modeling from a more capable other in the setting where the work is done. Improving the Instructional Core, Elmore, R. (2008)

Baisch, M. J., Lundeen, S. P., & Murphy, M. K. (2011). Evidence Based Research on the Value of School Nurses in an Urban School System. *Journal of School Health*, 81(2), 74-80.)

Counseling Services and Behavior Intervention Support Team (Goal #3-Action 9, Goal #4-Actions 3, 4, 8)

The Sulphur Springs Union School District aims to support student achievement by focusing on the whole child. The District has put in place a Behavioral Intervention Support Team and provides counseling to students at all sites through the District. The purpose of these services is to support each at-risk student as needed and provide them tools to assist them to overcome behavioral and emotional obstacles to learning. These

actions are principally directed toward our unduplicated pupil groups in that they will provide additional support to students with a wide range of issues caused by socio-cultural barrier, poverty and absent and working parents.

The Behavioral Intervention Team includes a behavior intervention specialist and two full time and six part time aides who are able to respond to early signs of behavior issues in the classroom. The team provides support to the student by determining the underlying student needs that drives the behavior, and then teaching them the necessary skills to express their needs in an appropriate manner. The behavior intervention support team provides support to at-risk students to ensure access to the core curriculum and increased student achievement.

The Wellness Consortium are community partners working with the district to provide additional services and supports that unduplicated families may need in order to maximize student learning.

Counseling is offered District-wide with services offered weekly at each school site. The District has observed that majority of students who reflect a need for these services have been unduplicated pupils. A report by the American School Counselor Association, Lapan, R.T., Gysbers, N.C., Bragg, S., & Pierce, M.E. (2012) concluded that students who have greater access to school counselors and comprehensive school counseling programs are more likely to succeed academically and behaviorally in school; this is particularly true for high poverty students.

Hire school social worker to provide comprehensive services to parents, students and staff addressing barriers that limit a student from receiving full benefit from their educational experiences.

(Research:

Joseph, Laurice M.; Alber-Morgan, Sheila; Neef, Nancy (2016). Applying Behavior Analytic Procedures to Effectively Teach Literacy Skills in the Classroom. *Psychology in the Schools* 53(1), 73-88.

Epstein, J. L. (1995). School/family/community partnerships. *Phi delta kappa*, 76(9), 701.

Dupper, D. R. (2002). School social work. *Skills and Interventions for effective Practice*. Hoboken, New Jersey.

Constable, R. (2009). The role of the school social worker. *School social work: Practice, policy, and research*, 3-29.)

Increased services through support staff: (Goal #2-Actions 16, 17, 23, 26)

Additional administrative support (Director of Categorical Programs) and classified staff (Library Resource Technicians, Computer Lab Specialists, Science Lab Assistants) enhances the instructional program for Low Income, English Learners and Foster Youth students. Data from student and parent 2018 LCAP Survey results shows the continued need for science and technology opportunities for students. 93% of the students shared that they are learning about computers, technology and coding. 90% of the students showed that they are learning about science. 92% of the parents on the 2018 LCAP Survey stated that they believe sufficient opportunities are provided for their student to explore science ideas and practices as well as gain technology skills. 93% of the staff on the 2018 Staff LCAP Survey shared that the district is providing a high quality education for students by preparing students for a successful life, college and/or career. It is important the district continue to provide opportunities for the students to attend the science lab, computer lab and school library. 90% of staff on the 2018 Staff LCAP Survey state that the CA Standards are being implemented within the district to raise educational standards for all students in all core subjects. Providing TOSA and administrative support reinforces effective and targeted instruction.

Teachers on Special Assignment (TOSAs) at the district level provide instruction, support and or intervention in core subjects

Provide Library Resource Technician support in the school library so Low Income, Foster Youth and English Learners have access to library books and can support students in selecting books at an appropriate reading level and take Accelerated Reader tests on computers.

Computer Lab Specialists provide additional support for Low Income, Foster Youth and English Learners during technology lessons. The addition of an adult in the computer lab allows more students to be supported to acquire grade level skills during hands-on learning.

Science Lab Assistants provide additional support for Low Income, Foster Youth and English Learners during science lessons. The additional adult in the science lab allows more students to be supported to acquire grade level skills during hands-on learning.

Director of Categorical Programs assists school sites in supporting student achievement for unduplicated students by focusing on student data analysis and intervention programs.

(Research:

Blatchford, P. (2006). The Deployment and Impact of Support Staff in Schools: Report on findings from a national questionnaire survey of schools, support staff and teachers (Strand 1, Wave 1, 2004).)

Increased Parental Involvement (Goal #2-Action 13; Goal #3-Actions 2, 4, 5, 9)

Research shows that students perform better at school when parents are part of their child's educational program. Parent engagement supports increased achievement of Low Income, English Learners and Foster Youth. This provides parents a better understanding of how to assist their child at school. The school sites keep track of the number of parents who attend parent conferences, Back to School Night, Open Houses and other parent workshops. The goal is to increase the number of parents who attend these events. After getting parent input through meeting and surveys, the District and schools will provide a variety of ongoing parent workshops to support parents on how they can assist their child's academic success. Parents will also be provided trainings on how support School Site Councils (SSC) and English Learners Advisory Committees (ELAC) to ensure the success of unduplicated students.

(Research:

Carol Vincent Research Fellow in Education Policy. (2013). The Impact of Family Involvement on the Education of Children Ages 3 to 8: A Focus on Literacy and Math Achievement Outcomes and Social-Emotional Skills. *MDRC*.)

Attendance/Transportation (Goal #1-Actions 9, 10); VAPA (Goal #2-Action 19; Goal #4-Action 8)

Absenteeism matters to subsequent student performance in school. The attendance data trend for the past three years shows a decline in daily attendance at all nine school sites. The SSUSD is committed to ensuring that all students attend school on a daily basis, with a focus on LI, FY, and/or ELs. District Staff has provided training to staff to effectively monitor attendance on a daily basis and provide early intervention when needed to reduce loss on instructional time. In addition, District teachers and administrative staff promote student attendance by providing certificates, banners, ribbons and other incentives to encourage students to come to school. SSUSD is committed to working together with families to understand the factors behind absenteeism to effectively address the problems. Research supports that when students attend school on a regular basis, student achievement increases.

- Recognizing the transportation challenges of our low-income families face, the District shall provide transportation to and from school at no cost for our students that live outside the walk-in zone to their assigned school. This helps support the District's goals to increase achievement through attendance.
- Visual and Performing Arts (VAPA) opportunities are motivating, interesting and highly engaging for unduplicated students especially students who do not have access to these types of experiences at home.

(Research:

Huston, A., Gupta, A., & Schexnayder, D. (2013). Study of Early Education in Texas The Relationship of Pre-K Attendance to 3rd Grade Test Results. Coelho, R., Fischer, S., McKnight, F., Matteson, S., & Schwartz, T. (2013). The effects of early chronic absenteeism on third-grade academic achievement measures. In *Workshop in Public Affairs*.

Epstein, J. L., & Sheldon, S. B. (2002). Present and accounted for: Improving student attendance through family and community involvement. *The Journal of Educational Research*, 95(5), 308-318.

Gottfried, M. A. (2017). Linking Getting to School With Going to School. *Educational Evaluation and Policy Analysis*, 0162373717699472.

Brown, J. (2012). The current status of STEM education research. *Journal of STEM Education: Innovations and Research*, 13(5), 7.

Ellen, W., & Stéphan, V. L. (2013). *Educational research and innovation art for art's sake? The impact of arts education: The Impact of Arts Education*. OECD Publishing.)

Additional Transitional Kindergarten All Day Programs (Goal #2-Action 25)

The District has offered a transitional kindergarten program for the past four years. The number of transitional kindergarten classes has been dependent upon where the largest number of transitional kindergartners have enrolled. The district had the need to offer a transitional kindergarten class at all nine sites in 2017-18. During the 2016-17 school year, the district noticed that a larger number of unduplicated parents did not send their child to transitional kindergarten if there was not a class at their home school. For example, in 2015-16 a transitional kindergarten class was offered at Leona Cox. In 2016-17, there was not a transitional kindergarten class offered at Leona Cox and the few students were offered a transitional kindergarten class at a neighboring school site. However, there were a number of parents who decided not to send their unduplicated transitional kindergarten student for lack of transportation, etc. The District did see a need to offer a transitional kindergarten class at each of the nine sites in 2017-18 to make sure that all unduplicated transitional kindergarten students have a program to attend at their own school. It is extremely important that these youngest students who are coming to school without the necessary experiences to build a solid foundation for their education are easily provided a strong educational foundation in transitional kindergarten. The district determined the need to increase instructional time for these youngest students to assist them both academically and socially to prepare unduplicated students with a stronger foundation. An all day transitional kindergarten program at every school site will need to continue to be offered to unduplicated students. The district had an increase in the number of TK students enrolled in 2017-18 and plans to offer a TK class at every site in 2018-19.

(Research:

Early Edge California

Pitch, Lisa & Edwards, Ordene (2). Kindergarten Study: Full-Day versus Half-Day Kindergarten. Pitch, M.A. Coordinator of Research Clark County School District and Edwards, M.S. University of Nevada, Las Vegas Department of Educational Psychology;

Baskett, R., Brayant, K., White, W., & Kyle, R. (2005). Half-day to full-day kindergarten: An analysis of educational change scores and demonstration of educational research collaboration. *Early Child Development and Care*, 5, 419- 430)

Actions/Services Contributing to meeting the increased or improved services and identified as School-wide.

Increased services through support staff: (Goal #2-Actions 15)

Additional administrative support (Assistant Principal) enhances the instructional program for Low Income, English Learners and Foster Youth students. Assistant Principals support at Leona Cox and Fair Oaks Ranch provides additional resources for students who may have behavior issues or struggles due to a variety of causes. Further, the support helps students address a wide range of issues caused by economic, cultural, and social and language barriers and absent an working parents. Supporting Low Income, English Learners and Foster Youth and their families with academic,

social/emotional or behavior support will allow students to be better prepared for class and ready to learn.

(Research:

Blatchford, P. (2006). The Deployment and Impact of Support Staff in Schools: Report on findings from a national questionnaire survey of schools, support staff and teachers (Strand 1, Wave 1, 2004).)

Intervention/Multi-Tiered Systems of Supports (Goal #4 Action 2)

Providing opportunities for teachers to work with administrators to discuss and identify unduplicated students who are struggling academically, developmentally, physically and/or emotionally is crucial in supporting the success of every student. Providing a tool, SST Online, and time for these discussions is paramount in identifying student needs and interventions that would address these needs. Multi- tiered level of supports assists the school team to look at the whole student and provide intervention to close the achievement gap for unduplicated students. More students will be monitored throughout the school year to measure their successes and areas of need.

(Research:

Buffum, A., & Mattos, M. (2014). *Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn*. Solution Tree Press.)

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds:

\$3,841,983

Percentage to Increase or Improve Services:

9.84%

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 Sulphur Springs Union School District (SSUSD) administrative team works collaboratively with District stakeholders to develop a plan that addresses the needs of all students while recognizing that our students who are low income (LI), Foster Youth (FY) and/or English Learners (ELs) face unique challenges which warrant additional support. The SSUSD values families and believes that they are an important component of the partnership between home and school. Working together, we can help each and every student, particularly LI, FY and ELs be prepared to be college and career ready when they graduate.

SSUSD is projected to receive \$3,841,983 in supplemental grant funding during the 2017-18 school year based on a projected unduplicated pupil percentage of 54.21%.

Actions/ Services Contributing to meeting the increased or improved services and identified as Limited to Unduplicated Student Group(s) . (Goal # 2-Actions 4, 8, 9, 10, 11,12,13,19; Goal # 3-Actions 3, 10, 12)

SSUSD will address the unique needs of these unduplicated students (ELs, LI, and/or FY) in the following ways:

• Provide Designated and Integrated ELD to support ELs in acquiring English proficiency and ELA/math grade level standards through differentiated instruction aligned to the California State Standards for English Learners in grades K-6th will target:

• Oral language development aligned to the new English Language Development (ELD) standards through multiple structures and strategies in core content areas (i.e. fluency and grammatical frames, oral rehearsal and collaborative conversations in English Language Arts, and Math Talks, Daily Routines in mathematics).

• The incorporation of scaffolds in content literacy instruction (i.e. Thinking Maps, GLAD strategies) in Science, History/Social Science, and ELA/ELD for all ELs, RFEPs and LTELs.

• Support and enhance the instructional programs through the purchase of supplemental ELA/ELD materials that encourage and motivate ELs, RFEP and LTELs to read.

• Provide intervention to decrease the number of LTELs during and after school and increase the number of reclassified ELs.

• Professional development for teachers and administrators addressing the integration of the new ELD standards into daily ELA instruction and well as how to instructionally address the new English assessment, ELPAC.

• Maintaining an English Language Coordinator as part of the Instructional Services Department to assist teachers and administrators with utilizing research-based strategies in daily instruction, design and deliver professional development to teachers and administrators, oversight of CELDT and ELPAC administration, monitoring reclassification process at school sites, oversight of DELAC and increasing parents of English Learners involvement and engagement.

• Supporting the home to school connection by providing a translator who will support second language parents is helping their ELs be college and career ready.

• Enhanced opportunities for parent engagement will be provided to our EL families including providing increased meeting times and translation services during district functions and celebrations.

(Research:

California Department of Education. (2010). Improving education for English learners: Research-based approaches. Sacramento, CA: CDE Press

Saunders, E., & Goldenberg, C. (2010). Research to guide English language development instruction. In California Department of Education, *Improving education for English Learners: Research-based approaches* (pp. 21-82). Sacramento, CA: CDE Press

Olsen, L. (2010). Changing course for long-term English learners. *Leadership*, 40(2), 30-33.)

• In addition, the District shall provide targeted supports to our unduplicated pupils to further close the achievement gap and support low income, Foster Youth and English Learners to master grade level standards in the following ways:

• Supplemental grant funds will be used to provide targeted academic intervention and intervention materials for all students but principally directed toward our LI, FY, and /or ELs that are identified as needing academic support as well as in the social and emotional areas.

(Research:

Cheung, C., Lewin, K., & Jenkins, J. M. (2012). Helping youth in care succeed: Influence of caregiver involvement on academic achievement. *Children and Youth Services*, 34(6), 1092-1100.

Buffum, A., & Mattos, M. (2014). *Pyramid Response to Intervention: Professional Learning Communities, and How to Respond When Kids Don't Learn*. Solution Tree Press.)

Actions/ Services Contributing to meeting the increased or improved services and identified as LEA-wide.

The District will use supplemental grant funds on a District-wide level to increase and/or improve services to our unduplicated pupils in a way that provides additional support to meet their unique needs in mastering grade level standards.

Intensive Intervention: (Goal #2, Action 8)

Provide additional instructional minutes for unduplicated students that need intensive support in mastering of grade level standards.

(Research:

Edmonds, M. S., Vaughn, S., Wexler, J., Reutebuch, C., Cable, A., Tackett, K. K., & Schnakenberg, J. W. (2009). A synthesis of reading interventions and effects on reading comprehension outcomes for older struggling readers. *Review of Educational Research*, 79(1), 262-300.

Allington, R. L. (2013). What really matters when working with struggling readers. *The Reading Teacher*, 66(7), 520-530.

Brown, K. J., Morris, D., & Fields, M. (2005). Intervention after grade 1: Serving increased numbers of struggling readers effectively. *Journal of Literacy Research*, 37(1), 61-94.)

Professional Development: (Goal #1-Action 2; Goal #2-Actions 1, 5, 34)

Professional development is provided for all teachers to make sure that they have the knowledge, tools and practices to provide the very best first instruction especially for LI, FY and/or ELs.

Professional development provides all teachers, especially new teachers, sustainable support in implementing the California State Standards in English Language Arts (ELA) and math, English Language Development (ELD), the Next Generation Science Standards (NGSS) and technology integration. Focuses for professional development during the 2017-18 school year include: a focus on the ELA/ELD framework to help teachers implement the new ELA/ELD instructional materials, further support implementation of the math instructional materials, beginning to provide NGSS professional development, focusing on the importance of analyzing student data, and the Substitution, Augmentation, Modification, and Redefinition (SAMR) model of technology integration. The skills, strategies and practices teachers acquire during professional development need to be implemented in the classroom and are essential for teachers to close the achievement gap for LI, FY, and/or ELs most impacted by lack of background knowledge.

Provide planning time for teachers to collaborate on supporting unduplicated students.

(Research :

Kati Haycock, author of Good Teaching Matters: How Well-Qualified Teachers Can Close the Gap), concludes that most significant factor that impacts student achievement is the teacher.

Bassuk, E. L., DeCandia, C.J., Beach, C.A., & Berman, F. (2014). America's youngest outcasts: a report card on child homelessness.

Schmoker, M. (2016). *Leading with Focus: Elevating the Essentials for School and District Improvement*.)

ASCD. *Classroom Instruction That Works: Elementary School*. ADCD, 2012.

Supplemental Instructional Materials: (Goal #2-Action 3)

Recognizing that our LI, FY and/or ELs may not have access to enhanced materials in the home, incorporating tools such as hands-on classroom resources, supplemental reading materials, additional digital materials in ELA and math, Visual and Performing Art experiences and technology in the daily instructional classroom allows them to develop necessary skills to stay on track with their peers and be ready for college and/or career.

(Research:

Moyer-Packenham, P.S., & Westenskow, A. (2013). Effects of virtual manipulatives on student achievement and mathematics learning. *International Journal of Virtual and Personal Learning Environments (IJVPLE)*, 4(3), 35-50.

Catteral, J.S. (2012). The Arts and Achievement in At-Risk Youth: Finding from Four Longitudinal Studies. Research Report #55. *National Endowment for the Arts.*)

Technology (Goal #2-Actions 29, 30, 33)

Technology integration is funded largely through supplemental grant funding to provide additional technology, including a 1:3 device to student ratio, incorporated into classroom instruction. The District wide program maximizes student access to instructional technology as well as provides support for LI, FY, and/or ELs who may struggle with use of technology due to limited access to technology at home. The unduplicated pupils in the District are most likely to be the majority of pupils requiring these services. Research shows that English Learners have a tendency to develop habits of non-engagement and learned passivity in school. This small group collaborative working environment enabled with a technology-rich classroom is particularly beneficial to our English Learners in that it encourages them to communicate ideas to their peers using language skills in way that a typical classroom environment does not.

Effective technology integration is achieved when its use supports curricular goals. It must support four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. Research has proven that technology integration empowers students to master grade level content. It increases student motivation and engagement providing opportunities for students to explore and use technology tools within instructional lessons, which allows them to fully participate in technology rich experiences that make students actively involved in their learning. Students thrive on dynamic learning experiences that are collaborative, relevant, and engaging. The SSUSD is dedicated to finding innovative ways of integrating technology into teaching, learning, and assessment. These strategies will allow for greater autonomy, engagement, individualization, and differentiation, while giving students more active, responsible roles in their own learning.

Establishing a Teacher on Special Assignment (TOSA) position in the area of Technology, will further support and enhance LI, FY, and /or ELs students access to instructional technology since this person will assist the classroom teachers with fully utilizing technology as an instructional tool, modeling lessons, and providing professional development.

(Research:

Ertmer, P.A., Ottenbreit-Leftwich, A.T., Sadik, O., Sendurur, E., & Sendurur, P. (2012) Teacher beliefs and technology integration practices: A critical relationship. *Computers & Education*, 59 (2), 423-435.

Puentedura, R.R. (2013). Paths to technology integration: SAMR & TPCK in context.

Hamilton, E.R., Akcaoglu, M., & Rosenberg, J.M. (2015). Examining the Substitution Augmentation Modification Redefinition (SAMR) Model for instructional design and technology integration.

Olsen, L. (2010) *Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learners*. California Together. Retrieved January 6, 2011 from: <http://www.californianstogether.org/>

Liao, Y. K. C., & Bright, G. W. (1991). Effects of computer programming on cognitive outcomes: A meta-analysis. *Journal of Educational Computing Research*, 7(3), 251-268.

<http://www.edutopia.org/digital-generation-technology-integration-resources>)

Intervention Support (Goal #2 Actions 6, 7, 14, 15; Goal #4-Actions 11, 12, 13)

- Providing opportunities for teachers to work with administrators to discuss and identify unduplicated students who are struggling academically, developmentally, physically and/or emotionally is crucial in supporting the success of every student. Providing a tool, SST Online, and time for these discussions is paramount in identifying student needs and interventions that would address these needs.
- Providing before/after school intervention in ELA and/or mathematics to increase student achievement for LI, FY, and/or ELs.
- Teacher on Special Assignment (TOSA) support to provide in school intervention, Response to Intervention (RtI), as needed in ELA and/or math.
- Outside of the school year intervention opportunities (Summer LI, FY and EL Academy, Winter LI, FY and EL Academy) will be made available to LI, FY and ELs. The summer and winter academies will focus on the listening, speaking, reading, writing skills and math that need to be remediated in order for students to reclassify as fluent English proficient and master grade level standards. This action is principally directed towards English learners and Foster Youth. Research shows that extending the learning year and addressing the specific needs of English Learners and Foster Youth can help close the existing achievement gap.
- Increase support to nursing staff by hiring an Licensed Vocational Nurse (LVN) to better serve the health of students in need.

(Research:

Buffum, A., & Mattos, M. (2014). *Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn*. Solution Tree Press.

Ross, J. A. (1992). Teacher efficacy and the effects of coaching on student achievement. *Canadian Journal of Education/Revue canadienne de l'education*, 51-65.

Research indicates that that the longest lasting staff development benefit occurs if, post training, teachers receive modeling from a more capable other in the setting where the work is done. Improving the Instructional Core, Elmore, R. (2008)

Baisch, M. J., Lundeen, S. P., & Murphy, M. K. (2011). EvidenceBased Research on the Value of School Nurses in an Urban School System. *Journal of School Health*, 81(2), 74-80.)

Counseling Services and Behavior Intervention Support Team (Goal #1-Action 3; Goal #3-Action 14; Goal #4-Actions 4.7)

The Sulphur Springs Union School District aims to support student achievement by focusing on the whole child. The District has put in place a Behavioral Intervention Support Team and provides counseling to students at all sties through the District. The purpose of these services is to support each at-risk student as needed and provide them tools to assist them to overcome behavioral and emotional obstacles to learning. These actions are principally directed toward our unduplicated pupil groups in that they will provide additional support to students with a wide range of issues

caused by socio-cultural barrier, poverty and absent and working pare

The Behavioral Intervention Team includes a behavior intervention specialist and two full time and six part time aides who are able to respond to early signs of behavior issues in the classroom. The team provides support to the student by determining the underlying student needs that drives the behavior, and then teaching them the necessary skills to express their needs in an appropriate manner. The behavior intervention support team provides support to at-risk students to ensure access to the core curriculum and increased student achievement.

The Wellness Consortium are community partners working with the district to provide additional services and supports that unduplicated families may need in order to maximize student learning.

Counseling is offered District-wide with services offered weekly at each school site. The District has observed that majority of students who reflect a need for these services have been unduplicated pupils. A report by the American School Counselor Association, Lapan, R.T., Gysbers, N.C., Bragg, S., & Pierce, M.E. (2012) concluded that students who have greater access to school counselors and comprehensive school counseling programs are more likely to succeed academically and behaviorally in school; this is particularly true for high poverty students.

(Research:

Joseph, Laurice M.; Alber-Morgan, Sheila; Neef, Nancy (2016). Applying Behavior Analytic Procedures to Effectively Teach Literacy Skills in the Classroom. Psychology in the Schools 53(1), 73-88.)

Increased services through support staff: (Goal #1-Action 8; Goal #2-Actions 18, 31)

Additional administrative support (Director of Categorical Programs) and classified staff (Library Resource Technicians, Computer Lab Specialists and Data Specialist) enhances the instructional program for low income, English Learners and Foster Youth students.

Provide Library Resource Technician support in the school library so low income, foster youth and English Learners have access to library books and can support students in selecting books at an appropriate reading level and take Accelerated Reader tests on computers.

Computer Lab Specialists provide additional support for Low Income, Foster Youth and English Learners during science and technology lessons. The additional adult in the computer lab allows more students to be supported to acquire grade level skills during hands-on learning.

Director of Categorical Programs and Data Specialists assist school sites in supporting student achievement for unduplicated students by focusing on student data analysis and intervention programs.

(Research:

Blatchford, P. (2006). The Deployment and Impact of Support Staff in Schools: Report on findings from a national questionnaire survey of schools, support staff and teachers (Strand 1, Wave 1, 2004).)

Increased Parental Involvement (Goal #3-Actions 2, 5, 7, 15, 17)

Research shows that students perform better at school when parents are part of their child's educational program. Parent engagement and teacher planning time supports increased achievement of low income, English Learners and Foster Youth. This provides parents a better understanding of how to assist their child at school. After getting parent input through meeting and surveys, the District and schools will provide ongoing parent workshops to support parents on how they can assist their child's academic success.

Parents will be provided trainings and support to School Site Councils, English Learners Advisory Committees to ensure the success of students in need.

(Research:

Carol Vincent Research Fellow in Education Policy. (2013). The Impact of Family Involvement on the Education of Children Ages 3 to 8: A Focus on Literacy and Math Achievement Outcomes and Social-Emotional Skills. *MDRC*.)

Attendance/Transportation (Goal #1-Actions 11, 12) /STEAM and VAPA: (Goal #2-Actions 24, 25)

Absenteeism matters to subsequent student performance in school. The SSUSD is committed to ensuring that all students attend school on a daily basis, with a focus on LI, FY, and/or ELs. District Staff has provided training to staff to effectively monitor attendance on a daily basis and provide early intervention when needed to reduce loss on instructional time. In addition, District teachers and administrative staff promote student attendance by providing certificates, banners, ribbons and other incentives to encourage students to come to school. SSUSD is committed to working together with families to understand the factors behind absenteeism to effectively address the problems.

- Recognizing the transportation challenges of our low-income families face, the District shall provide transportation to and from school at no cost for our students that live outside the walk-in zone to their assigned school. This helps support the District's goals to increase achievement through attendance.

- Science, Technology, Engineering, Arts, and Mathematics (STEAM) and the Visual and Performing Arts (VAPA) opportunities are motivating, interesting and highly engaging for unduplicated students especially students who do not have access to these types of experiences at home.

(Research:

Huston, A., Gupta, A., & Schexnayder, D. (2013). Study of Early Education in Texas The Relationship of Pre-K Attendance to 3rd Grade Test Results. Coelho, R., Fischer, S., McKnight, F., Matteson, S., & Schwartz, T. (2015). The effects of early chronic absenteeism on third-grade academic achievement measures. In *Workshop in Public Affairs*.

Epstein, J. L., & Sheldon, S. B. (2002). Present and accounted for: Improving student attendance through family and community involvement. *The Journal of Educational Research*, 95(5), 308-318.

Gottfried, M. A. (2017). Linking Getting to School With Going to School. *Educational Evaluation and Policy Analysis*, 0162373717699472.

Brown, J. (2012). The current status of STEM education research. *Journal of STEM Education: Innovations and Research*, 13(5), 7.

Ellen, W., & Stéphan, V. L. (2013). *Educational research and innovation art for art's sake? The impact of arts education: The Impact of Arts Education*. OECD Publishing.)

Additional Transitional Kindergarten All Day Programs (Goal #2-Action 35)

The District has offered a transitional kindergarten program for the past four years. The number of transitional kindergarten classes has been dependent upon where the largest number of transitional kindergarteners have enrolled. The district has not had the need to offer a transitional kindergarten class at all nine sites. During the 2016-17 school year, the district noticed that a larger number of unduplicated parents did not send their child to transitional kindergarten if there was not a class at their home school. For example, in 2015-16 a transitional kindergarten class was offered at Leona Cox. In 2016-17, there was not a transitional kindergarten class offered at Leona Cox and the few students were offered a transitional kindergarten class at a neighboring school site. However, there were a number of parents who decided not to send their unduplicated transitional kindergarten student for lack of transportation, etc. The District, therefore, decided that for 2017-18 we will offer a transitional kindergarten class at each of the nine sites to make sure that all unduplicated transitional kindergarten students have a program to attend at their own school. It is

extremely important that these youngest students who are coming to school without the necessary experiences to build a solid foundation for their education are easily provided a strong educational foundation in transitional kindergarten. The district determined the need to increase instructional time for these youngest students to assist them both academically and socially to prepare unduplicated students with a stronger foundation. An all day transitional kindergarten program at every school site will be offered to unduplicated students.

(Research:

- Early Edge California
- Pitch, Lisa & Edwards, Ordene (2). Kindergarten Study: Full-Day versus Half-Day Kindergarten. Pitch, M.A. Coordinator of Research Clark County School District and Edwards, M.S. University of Nevada, Las Vegas Department of Educational Psychology;
- Baskett, R., Brayant, K., White, W., & Kyle, R. (2005). Half-day to full-day kindergarten: An analysis of educational change scores and demonstration of educational research collaboration. *Early Child Development and Care*, 5, 419- 430)

Actions/ Services Contributing to meeting the increased or improved services and identified as Schoolwide.

Increased services through support staff: (Goal #2-Actions 17,32)

Additional administrative support (Assistant principal) and classified staff (Science Lab Assistants) enhances the instructional program for low income, English Learners and Foster Youth students.

Assistant Principals support at Leona Cox and Fair Oaks Ranch provides additional resources for students who may have behavior issues or struggles due to a variety of causes. Further, the support helps students address a wide range of issues caused by economic, cultural, and social and language barriers and absent an working parents.

Science Lab Assistants provide additional support for Low Income, Foster Youth and English Learners during science and technology lessons. The additional adult in the science lab allows more students to be supported to acquire grade level skills during hands-on learning.

(Research:

Blatchford, P. (2006). The Deployment and Impact of Support Staff in Schools: Report on findings from a national questionnaire survey of schools, support staff and teachers (Strand 1, Wave 1, 2004).)

Intervention/Multi-Tiered Systems of Supports (Goal #4 Action 3)

- Providing opportunities for teachers to work with administrators to discuss and identify unduplicated students who are struggling academically, developmentally, physically and/or emotionally is crucial in supporting the success of every student. Providing a tool, SST Online, and time for these discussions is paramount in identifying student needs and interventions that would address these needs. Multi- tiered level of supports assists the school team to look at the whole student and provide intervention to close the achievement gap for unduplicated students.

(Research:

Buffum, A., & Mattos, M. (2014). *Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn*. Solution Tree Press.)

Expenditure Summary

Expenditures by Budget Category			
Budget Category	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	\$42,846,207	\$43,507,917	\$44,007,444
1000-1999 Certificated Salaries	20,499,941	20,431,157	20,916,097
2000-2999 Classified Salaries	7,352,560	7,507,973	7,811,835
3000-3999 Employee Benefits	11,317,223	11,231,841	11,632,793
4000-4999 Books and Supplies	2,376,998	2,679,268	1,939,034
5000-5999 Services and Other Operating Expenses	1,251,304	1,611,466	1,635,678
7000-7499 Other	48,181	46,212	72,007

Expenditures by Funding Source			
Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Funding Sources	\$42,846,207	\$43,507,917	\$44,007,444
Teacher Effectiveness	0	0	0
Federal Revenues - Title I	864,147	900,747	900,748
Federal Revenues - Title II	62,793	144,247	144,247
Federal Revenues - Title III	106,652	119,163	119,163
Federal Revenues - Title IV	0	0	39,794
Other Federal Funds	203,176	0	0
Other State Revenues	682,963	1,032,061	607,921
Other Local Revenues	4,331,998	4,558,545	4,629,324
LCFF Base/Not Contributing to Increased or Improved Services	31,145,732	31,314,357	31,939,503

Expenditures by Budget Category and Funding Source

Budget Category	Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	All Funding Sources	\$42,846,207	\$43,507,917	\$44,007,444
1000-1999 Certificated Salaries	Teacher Effectiveness	0	0	0
1000-1999 Certificated Salaries	Federal Revenues - Title I	506,622	289,598	377,105
1000-1999 Certificated Salaries	Federal Revenues - Title II	37,286	73,934	64,577
1000-1999 Certificated Salaries	Federal Revenues - Title III	76,300	87,193	86,632
1000-1999 Certificated Salaries	Federal Revenues - Title IV	0	0	31,039
1000-1999 Certificated Salaries	Other Federal Funds	44,928	0	0
1000-1999 Certificated Salaries	Other State Revenues	0	44,928	59,302
1000-1999 Certificated Salaries	Other Local Revenues	1,424,814	1,430,905	1,459,523
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	15,926,229	15,837,297	16,154,043
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	2,483,762	2,667,302	2,683,876
2000-2999 Classified Salaries	Federal Revenues - Title I	13,182	45,158	57,986
2000-2999 Classified Salaries	Federal Revenues - Title II	7,495	0	0
2000-2999 Classified Salaries	Other Federal Funds	89,540	0	0
2000-2999 Classified Salaries	Other State Revenues	0	170,189	230,623
2000-2999 Classified Salaries	Other Local Revenues	1,396,558	1,577,202	1,616,632
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	5,058,806	5,074,626	5,214,807
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	786,979	640,798	691,787
3000-3999 Employee Benefits	Teacher Effectiveness	0	0	0
3000-3999 Employee Benefits	Federal Revenues - Title I	158,056	92,172	105,864

3000-3999 Employee Benefits	Federal Revenues - Title II	17,015	12,762	5,253
3000-3999 Employee Benefits	Federal Revenues - Title III	30,352	30,121	30,621
3000-3999 Employee Benefits	Federal Revenues - Title IV	0	0	6,835
3000-3999 Employee Benefits	Other Federal Funds	49,514	0	0
3000-3999 Employee Benefits	Other State Revenues	0	147,071	183,521
3000-3999 Employee Benefits	Other Local Revenues	1,444,238	1,409,233	1,451,510
3000-3999 Employee Benefits	LCFF Base/Not Contributing to Increased or Improved Services	8,629,719	8,535,853	8,733,434
3000-3999 Employee Benefits	LCFF S & C/Contributing to Increased or Improved Services	988,329	1,004,629	1,083,037
4000-4999 Books and Supplies	Federal Revenues - Title I	133,191	338,468	213,002
4000-4999 Books and Supplies	Federal Revenues - Title II	0	1,251	14,426
4000-4999 Books and Supplies	Other State Revenues	682,963	651,873	134,475
4000-4999 Books and Supplies	Other Local Revenues	8,444	54,892	22,943
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	828,545	895,394	893,755
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	723,855	737,390	660,433
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title I	6,956	93,789	81,442
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title II	997	53,499	24,445
5000-5999 Services and Other Operating Expenses	Other Federal Funds	19,194	0	0
5000-5999 Services and Other Operating Expenses	Other State Revenues	0	18,000	0
5000-5999 Services and Other Operating Expenses	Other Local Revenues	55,903	86,313	78,716
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	702,433	971,187	943,464
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	465,821	388,678	507,611

7000-7499 Other	Federal Revenues - Title I	46,140	41,562	6,578
7000-7499 Other	Federal Revenues - Title II	0	2,801	2,828
7000-7499 Other	Federal Revenues - Title III	0	1,849	1,910
7000-7499 Other	Federal Revenues - Title IV	0	0	1,920
7000-7499 Other	Other Local Revenues	2,041	0	0

Expenditures by Goal and Funding Source

Funding Source	2019
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In order to continue to strengthen student engagement and involvement for all students, including low income, English Learners, and Foster Youth, all students will learn from properly credentialed administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair.

All Funding Sources	\$37,788,271
Federal Revenues - Title I	3,961
Other State Revenues	134,000
Other Local Revenues	4,529,928
LCFF Base/Not Contributing to Increased or Improved Services	31,652,368
LCFF S & C/Contributing to Increased or Improved Services	1,468,014

Increase all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichments in place to foster student success.

All Funding Sources	\$5,093,772
Teacher Effectiveness	0
Federal Revenues - Title I	859,483
Federal Revenues - Title II	144,247
Federal Revenues - Title III	119,163
Federal Revenues - Title IV	39,794
Other State Revenues	136,997
Other Local Revenues	99,396

LCFF Base/Not Contributing to Increased or Improved Services	27
LCFF S & C/Contributing to Increased or Improved Services	3,423,391

All families and the broader community are welcomed and are partners in supporting the whole child.

All Funding Sources	\$281,142
Federal Revenues - Title I	27,656
Federal Revenues - Title III	0
Other Federal Funds	0
LCFF Base/Not Contributing to Increased or Improved Services	15,834
LCFF S & C/Contributing to Increased or Improved Services	237,652

All students, including low income, English Learners and Foster Youth, and will be provided a safe and healthy learning environment to achieve social, emotional, and academic success.

All Funding Sources	\$844,259
Federal Revenues - Title I	9,648
Other Federal Funds	0
Other State Revenues	336,924
LCFF Base/Not Contributing to Increased or Improved Services	0
LCFF S & C/Contributing to Increased or Improved Services	497,687

Annual Update Expenditures by Goal and Funding Source

Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual
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In order to continue to strengthen student engagement and involvement for all students, including low income, English Learners, and Foster Youth, all students will learn from properly credentialed administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair.

All Funding Sources	\$36,621,947	\$36,907,225
Federal Revenues - Title I	1,531	3,961

Other State Revenues	166,003	13
Other Local Revenues	4,265,610	4,419,603
LCFF Base/Not Contributing to Increased or Improved Services	30,928,827	30,974,953
LCFF S & C/Contributing to Increased or Improved Services	1,259,976	1,374,708

Increase all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichments in place to foster student success.

All Funding Sources	\$5,510,930	\$5,730,805
Federal Revenues - Title I	859,739	860,758
Federal Revenues - Title II	62,793	144,247
Federal Revenues - Title III	106,652	119,163
Other State Revenues	516,960	637,474
Other Local Revenues	66,388	137,477
LCFF Base/Not Contributing to Increased or Improved Services	205,916	295,606
LCFF S & C/Contributing to Increased or Improved Services	3,692,482	3,536,080

All families and the broader community are welcomed and are partners in supporting the whole child.

All Funding Sources	\$173,537	\$198,484
Federal Revenues - Title I	0	26,224
Federal Revenues - Title III	0	0
Other Federal Funds	7,694	0
Other State Revenues	0	18,000
Other Local Revenues	0	1,465
LCFF Base/Not Contributing to Increased or Improved Services	10,649	15,816
LCFF S & C/Contributing to Increased or Improved Services	155,194	136,979

All students, including low income, English Learners and Foster Youth, and will be provided a safe and healthy learning environment to achieve social, emotional, and academic success.

All Funding Sources	\$539,793	\$671,403
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Federal Revenues - Title I	2,877	
Other Federal Funds	195,482	0
Other State Revenues	0	242,587
LCFF Base/Not Contributing to Increased or Improved Services	340	27,982
LCFF S & C/Contributing to Increased or Improved Services	341,094	391,030

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