

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

Goal 1: Through organizational transformation, develop a culturally proficient district to ensure success for all students

☐ New ☒ Modified ☐ Unchanged

Priorities addressed by this goal: ☒_1 ☐_2 ☐_3 ☒_4 ☐_5 ☐_6 ☒_7 ☐_8

Identified Need:

Equitable student access to and success in advanced courses is critical for completion of UC/CSU A-G courses for admissions eligibility, as are access to and success on college entrance exams, and representation in high school “academies” and arts courses. Although access to advanced courses increased overall, the proportionality did not change as drastically as in the early implementation of Equal Opportunity Schools and the district’s Program for Effective Access to College (PEAC), which is not surprising. Several student subgroups remain underrepresented in high school academies, many of which contain A-G courses tailored to the academy area of focus. Secondary VAPA enrollment has remained steady the past three years around 45% with proportionality remaining flat, and lower for special education and English Learner students. With regard to student access to college entrance exams (SAT and ACT), success rates have remained steady for the most part while the number of students taking the exams has increased; however, gaps in achievement are not closing as quickly as desired.

EXPECTED ANNUAL MEASUREABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A-G Completion (P4)	2015-16 All students: 51% Asian: 74% Black/African Am: 55% Hispanic/Latino: 35% White: 65% SED: 34% English Learners: 3% Reclassified: Not reported Spec Ed: Not reported Homeless/Foster Youth: Not reported	2016-17 All students: 56% Asian: 75% Black/African Am: 59% Hispanic/Latino: 45% White: 66% SED: 45% English Learners: 13% Reclassified: Not reported Spec Ed: Not reported Homeless/Foster Youth: Not reported	2017-18 All students: 61% Asian: 76% Black/African Am: 63% Hispanic/Latino: 55% White: 67% SED: 55% English Learners: 23% Reclassified: Not reported Spec Ed: Not reported Homeless/Foster Youth: Not reported	2018-19 All students: 66% Asian: 77% Black/African Am: 66% Hispanic/Latino: 65% White: 68% SED: 65% English Learners: 33% Reclassified: Not reported Spec Ed: Not reported Homeless/Foster Youth: Not reported

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

CCR Readiness CDE Indicator (P7)	CDE will release the baseline in Fall 2017	Targets will be set after CDE releases baseline in Fall 2017	Targets will be set after CDE releases baseline in Fall 2017	Targets will be set after CDE releases baseline in Fall 2017
Advanced Learning Enrollment Rate, Grades 7-12 (P7)	2015-16 All Students: 63% Asian: 84% Black/African Am: 57% Hispanic/Latino: 48% White: 81% SED: 44% English Learners: 10% Reclassified: 58% Spec Ed: 11% Homeless/Foster Youth: 46%	2016-17 All Students: 66% Asian: 85% Black/African Am: 62% Hispanic/Latino: 53% White: 82% SED: 49% English Learners: 15% Reclassified: 63% Spec Ed: 16% Homeless/Foster Youth: 51%	2017-18 All Students: 69% Asian: 86% Black/African Am: 67% Hispanic/Latino: 58% White: 83% SED: 54% English Learners: 20% Reclassified: 68% Spec Ed: 21% Homeless/Foster Youth: 56%	2018-19 All Students: 72% Asian: 87% Black/African Am: 72% Hispanic/Latino: 63% White: 84% SED: 59% English Learners: 25% Reclassified: 73% Spec Ed: 26% Homeless/Foster Youth: 61%
AP/IB Enrollment Rate, Grades 9-12 (P7)	2015-16 All Students: 46% Asian: 65% Black/African Am: 40% Hispanic/Latino: 35% White: 58% SED: 32% English Learners: 4% Reclassified: 28% Spec Ed: 5% Homeless/Foster Youth: 35%	2016-17 All Students: 49% Asian: 66% Black/African Am: 45% Hispanic/Latino: 40% White: 59% SED: 37% English Learners: 9% Reclassified: 33% Spec Ed: 10% Homeless/Foster Youth: 40%	2017-18 All Students: 52% Asian: 67% Black/African Am: 50% Hispanic/Latino: 45% White: 60% SED: 42% English Learners: 14% Reclassified: 38% Spec Ed: 15% Homeless/Foster Youth: 45%	2018-19 All Students: 55% Asian: 68% Black/African Am: 55% Hispanic/Latino: 50% White: 61% SED: 47% English Learners: 19% Reclassified: 43% Spec Ed: 20% Homeless/Foster Youth: 50%
Dual Enrollment in Advanced Courses Rate, Grades 9-12 (P7)	2015-16 All Students: 20% Asian: 39% Black/African Am: 13%	2016-17 All Students: 23% Asian: 40% Black/African Am: 18%	2017-18 All Students: 26% Asian: 41% Black/African Am: 23%	2018-19 All Students: 29% Asian: 42% Black/African Am: 28%

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

	Hispanic/Latino: 11% White: 31% SED: 11% English Learners: 1% Reclassified: 8% Spec Ed: 4% Homeless/Foster Youth: 10%	Hispanic/Latino: 16% White: 32% SED: 16% English Learners: 6% Reclassified: 13% Spec Ed: 9% Homeless/Foster Youth: 15%	Hispanic/Latino: 21% White: 33% SED: 21% English Learners: 11% Reclassified: 18% Spec Ed: 14% Homeless/Foster Youth: 20%	Hispanic/Latino: 26% White: 34% SED: 26% English Learners: 16% Reclassified: 23% Spec Ed: 19% Homeless/Foster Youth: 25%
VAPA Course Enrollment Rate (P7)	2015-16 100% of all elementary students participate in VAPA <u>Secondary</u> All Students: 46% Asian: 46% Black/African Am: 54% Hispanic/Latino: 41% White: 52% SED: 41% English Learners: 37% Reclassified: 41% Spec Ed: 38% Homeless/Foster Youth: 43%	2016-17 100% of all elementary students to participate in VAPA <u>Secondary</u> All Students: 49% Asian: 47% Black/African Am: 55% Hispanic/Latino: 46% White: 53% SED: 46% English Learners: 42% Reclassified: 46% Spec Ed: 43% Homeless/Foster Youth: 48%	2017-18 100% of all elementary students to participate in VAPA <u>Secondary</u> All Students: 52% Asian: 48% Black/African Am: 56% Hispanic/Latino: 51% White: 54% SED: 51% English Learners: 47% Reclassified: 51% Spec Ed: 48% Homeless/Foster Youth: 53%	2018-19 100% of all elementary students to participate in VAPA <u>Secondary</u> All Students: 55% Asian: 49% Black/African Am: 57% Hispanic/Latino: 56% White: 55% SED: 56% English Learners: 52% Reclassified: 56% Spec Ed: 53% Homeless/Foster Youth: 58%
Academy Enrollment Rate (P7)	2015-16 All Students: 24% Asian: 43% Black/African Am: 18% Hispanic/Latino: 13% White: 36% SED: 12% Spec Ed: 6%	2016-17 All Students: 25% Asian: 43% Black/African Am: 21% Hispanic/Latino: 18% White: 36% SED: 17% Spec Ed: 11%	2017-18 All Students: 26% Asian: 43% Black/African Am: 24% Hispanic/Latino: 23% White: 36% SED: 23% Spec Ed: 16%	2018-19 All Students: 27% Asian: 43% Black/African Am: 27% Hispanic/Latino: 28% White: 36% SED: 18% Spec Ed: 21%

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

	EL: 3% Reclassified: 14% Homeless/ Foster Youth: 12%	EL: 8% Reclassified: 19% Homeless/ Foster Youth: 17%	EL: 11% Reclassified: 24% Homeless/ Foster Youth: 22%	EL: 16% Reclassified: 29% Homeless/ Foster Youth: 27%
SAT Exam: % of Seniors Scoring 1500 or Higher, or comparable score for SAT with top score of 1600 after Spring 2016 (P4)	2015-16 All Seniors: 64% Asian: 77% Black/African Am: * Hispanic/Latino: 31% White: 84% SED: 28% English Learners: * Reclassified: 27% Spec Ed: * Homeless/Foster Youth: 23%	2016-17 All Seniors: 67% Asian: 78% Black/African Am: * Hispanic/Latino: 36% White: 85% SED: 33% English Learners: * Reclassified: 32% Spec Ed: * Homeless/Foster Youth: 28%	2017-18 All Seniors: 70% Asian: 79% Black/African Am: * Hispanic/Latino: 41% White: 86% SED: 38% English Learners: * Reclassified: 37% Spec Ed: * Homeless/Foster Youth: 33%	2018-19 All Seniors: 73% Asian: 80% Black/African Am: * Hispanic/Latino: 46% White: 87% SED: 43% English Learners: * Reclassified: 42% Spec Ed: * Homeless/Foster Youth: 38%
ACT Exam: % of Seniors Scoring 21 or Higher	2015-16 All Seniors: 77% Asian: 83% Black/African Am: * Hispanic/Latino: 47% White: 90% SED: 44% English Learners: * Reclassified: * Spec Ed: * Homeless/Foster Youth: 40%	2016-17 All Seniors: 80% Asian: 84% Black/African Am: * Hispanic/Latino: 52% White: 91% SED: 49% English Learners: * Reclassified: * Spec Ed: * Homeless/Foster Youth: 45%	2017-18 All Seniors: 83% Asian: 85% Black/African Am: * Hispanic/Latino: 57% White: 92% SED: 54% English Learners: * Reclassified: * Spec Ed: * Homeless/Foster Youth: 50%	2018-19 All Seniors: 86% Asian: 86% Black/African Am: * Hispanic/Latino: 62% White: 93% SED: 59% English Learners: * Reclassified: * Spec Ed: * Homeless/Foster Youth: 55%

PLANNED ACTIONS/SERVICES
Goal 1 Action 1

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

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

Students to be served: ☐ All ☐ Students with Disabilities ☐ Other: [write in]

Location(s): ☐ All Schools ☐ Specific Schools: [specify] ☐ Specific Grade spans:

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

Students to be served: ☒ English Learners ☐ Foster Youth ☒ Other: Low Income

Scope of Services: ☒ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

ACTIONS/SERVICES

2017-18	2018-19	2019-20
New / <u>Modified</u> /Unchanged	New / Modified / <u>Unchanged</u>	New / Modified / <u>Unchanged</u>
<p><i>“Develop Cultural Proficiency Including Understanding of the Role of Implicit Bias”</i></p> <p>1.) Continue to implement the district's cultural proficiency plan. This initiative will enhance the internal capacity districtwide to foster equity, cultural proficiency, and systems change in ways that will improve academic opportunities and outcomes for all students, but especially for students who are Latino, English Learners (EL), first generation college-bound students, from low socioeconomic status (SES) backgrounds, and who are in the Special Education program. Ultimately, all students will succeed at high levels demonstrating that student race/ethnicity/language/socioeconomic status are not predictors of academic opportunities or outcomes.</p> <p>Reexamine the efforts of the District’s Cultural Proficiency and Equity Committee to determine next steps in developing an action plan to support sites and the district as a whole in</p>	<p><i>“Develop Cultural Proficiency Including Understanding of the Role of Implicit Bias”</i></p> <p>1.) Continue to implement and adjust the district's cultural proficiency plan in accordance with the status and actions of CPEC as well as the experience with implicit bias training and research. This initiative will enhance the internal capacity districtwide to foster equity, cultural proficiency, and systems change in ways that will improve academic opportunities and outcomes for all students, but especially for students who are Latino, English Learners (EL), first generation college-bound students, from low socioeconomic status (SES) backgrounds, and who are in the Special Education program. Ultimately, all students will succeed at high levels demonstrating that student race/ethnicity/language/ socioeconomic status are not predictors of academic opportunities or outcomes.</p>	<p><i>“Develop Cultural Proficiency Including Understanding of the Role of Implicit Bias”</i></p> <p>1.) Continue to implement and adjust the district's cultural proficiency plan in accordance with the status and actions of CPEC as well as the experience with implicit bias training and research. This initiative will enhance the internal capacity districtwide to foster equity, cultural proficiency, and systems change in ways that will improve academic opportunities and outcomes for all students, but especially for students who are Latino, English Learners (EL), first generation college-bound students, from low socioeconomic status (SES) backgrounds, and who are in the Special Education program. Ultimately, all students will succeed at high levels demonstrating that student race/ethnicity/language/socioeconomic status are not predictors of academic opportunities or outcomes.</p>

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

<p>assessing and improving cultural proficiency across a range of domains. Refer to artifacts generated by CPEC including the cultural proficiency self-reflection tool (rubric).</p> <p>District and site leaders and teacher volunteers will engage in self-assessment, self-reflection, professional learning and research regarding implicit bias through collaboration with Just Communities and Westmont College to identify areas for personal and professional growth.</p>		
2.) Complete alignment of Human Resources recruiting practices to ensure candidates reflect demographics of the district. Continue recruitment at Hispanic-serving colleges and universities.	2.) Implement and refine Human Resources recruiting practices to ensure candidates reflect demographics of the district. Continue recruitment at Hispanic-serving colleges and universities.	2.) Implement and refine Human Resources recruiting practices to ensure candidates reflect demographics of the district. Continue recruitment at Hispanic-serving colleges and universities.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
<i>1.) Amount</i>	\$233,850.00	<i>Amount</i>	\$233,850.00	<i>Amount</i>	\$233,850.00
<i>Source</i>	LCFF Supplemental	<i>Source</i>	LCFF Supplemental	<i>Source</i>	LCFF Supplemental
<i>Budget Reference</i>	5800 Pro/Consulting; Just Communities	<i>Budget Reference</i>	5800 Pro/Consulting; Just Communities	<i>Budget Reference</i>	5800 Pro/Consulting; Just Communities

Goal 1 Action 2

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

Students to be served: ☐ All ☐ Students with Disabilities ☐ Other:

Location(s): ☐ All Schools ☐ Specific Schools: [specify] ☐ Specific Grade spans: Grades 7-12

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

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

Students to be served: ☒ English Learners ☐ Foster Youth ☒ Other: Low-income, first-generation college-bound, Latino, African American
Scope of Services: ☒ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

ACTIONS/SERVICES

2017-18	2018-19	2019-20
New / <u>Modified</u> /Unchanged	New / <u>Modified</u> / <u>Unchanged</u>	New / <u>Modified</u> /Unchanged
<p><i>“Ensure equitable access to rigorous and broad course of study”</i></p> <p>1.) Implement the American School Counseling Association national model for comprehensive school counseling with focus on the following: a) student semester schedules for A-G progress and completion, b) develop a process to initiate 10 year plans at the end of 7th grade as well as ensure progress monitoring through secondary schools c) address holistic needs of students, as expressed in the Cal-SHLS survey, with particular focus on students’ attitudes and beliefs around school safety and connectedness.</p> <p>2.) School site administration and counselors will be supported by ETS to develop and implement a protocol to actively identify, recruit, and place students in Honors, AP/IB and Dual Enrollment courses at secondary schools. Master Scheduling teams will closely monitor enrollment data during the spring semester and instructional leadership teams will monitor student outcome data, such as grades and exam passage rates, year-round.</p> <p>3.) Develop and implement a plan for “multiple approaches” to inclusion of students with</p>	<p><i>“Ensure equitable access to rigorous and broad course of study”</i></p> <p>1.) Implement the American School Counseling Association national model for comprehensive school counseling with focus on the following: a) student semester schedules for A-G progress and completion, b) develop a process to initiate 10 year plans at the end of 7th grade as well as ensure progress monitoring through secondary schools c) address holistic needs of students, as expressed in the Cal-SHLS survey, with particular focus on students’ attitudes and beliefs around school safety and connectedness.</p> <p>2.) School site administration and counselors will be supported by ETS to refine and implement a protocol to actively identify, recruit, and place students in Honors, AP/IB and Dual Enrollment courses at secondary schools. Master Scheduling teams will closely monitor enrollment data during the spring semester and instructional leadership teams will monitor student outcome data, such as grades and exam passage rates, year-round.</p> <p>3.) Implement and evaluate plan for “multiple approaches” to inclusion of students with special needs in elementary and secondary schools.</p>	<p><i>“Ensure equitable access to rigorous and broad course of study”</i></p> <p>1.) Implement the American School Counseling Association national model for comprehensive school counseling with focus on the following: a) student semester schedules for A-G progress and completion, b) develop a process to initiate 10 year plans at the end of 7th grade as well as ensure progress monitoring through secondary schools c) address holistic needs of students, as expressed in the Cal-SHLS survey, with particular focus on students’ attitudes and beliefs around school safety and connectedness.</p> <p>2.) School site administration and counselors will be supported by ETS to refine and implement a protocol to actively identify, recruit, and place students in Honors, AP/IB and Dual Enrollment courses at secondary schools. Master Scheduling teams will closely monitor enrollment data during the spring semester and instructional leadership teams will monitor student outcome data, such as grades and exam passage rates, year-round.</p> <p>3.) Implement and evaluate plan for “multiple approaches” to inclusion of students with special</p>

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

<p>special needs in elementary and secondary schools. Plan will focus on establishing a range of supports to students with disabilities in order to ensure structures for sufficient time in mainstream classes and appropriate delivery of services and supports in IEPs so that students with disabilities accelerate their progress in ELA and math. Provide professional learning anew to support success of multiple approaches (to include Title I funds).</p> <p>4.) Continue to make progress toward ensuring proportionality in district's programs of choice and academies. Specifically, collaborate and share effective practices for outreach and retention of underrepresented students in order to mirror the enrollment of the district's overall demographics.</p> <p>5.) Continue to support all 10th and 11th grade students in taking Pre-ACT and PSAT assessments, respectively, in order to provide universal access to college entrance exams.</p> <p>6.) Support the establishment of a Coordinator of Special Programs position in order to ensure equitable pathways for all students into CTE and VAPA programs, including underrepresented subgroups. CTE focus for this year is to oversee administration of the Career Technical Education Incentive Grant (CTEIG) in order to strengthen and expand CTE pathways. VAPA focus for this year is to ensure coherence in elementary VAPA programs and develop a vertical learning progression for students TK-6, as well as to oversee expansion of Bravo! after-school program.</p> <p>7.) Expand access to opportunities to demonstrate college and career readiness for all students</p>	<p>Plan will focus on establishing a range of supports to students with disabilities in order to ensure structures for sufficient time in mainstream classes and appropriate delivery of services and supports in IEPs so that students with disabilities accelerate their progress in ELA and math.</p> <p>4.) Continue to ensure proportionality in district's programs of choice and academies. Specifically, collaborate and share effective practices for outreach and retention of underrepresented students in order to mirror the enrollment of the district's overall demographics.</p> <p>5.) Continue to support all 10th and 11th grade students in taking Pre-ACT and PSAT assessments, respectively, in order to provide universal access to college entrance exams.</p> <p>6.) Continue to support the Coordinator of Special Programs position in order to ensure equitable pathways for all students into CTE and VAPA programs, including underrepresented subgroups. CTE focus for this year will be to oversee the administration of the CTEIG in order to strengthen CTE pathways and position them for sustainability beyond the term of the CTEIG. VAPA focus for this year is to be determined consistent with multiple points of data and feedback, including student course access data, revised secondary pathways and survey data.</p> <p>7.) Expand access to opportunities to demonstrate college and career readiness for all students through proliferation and support of CTE pathways.</p>	<p>needs in elementary and secondary schools. Plan will focus on establishing a range of supports to students with disabilities in order to ensure structures for sufficient time in mainstream classes and appropriate delivery of services and supports in IEPs so that students with disabilities accelerate their progress in ELA and math.</p> <p>4.) Continue to ensure proportionality in district's programs of choice and academies. Specifically, collaborate and share effective practices for outreach and retention of underrepresented students in order to mirror the enrollment of the district's overall demographics.</p> <p>5.) Continue to support all 10th and 11th grade students in taking Pre-ACT and PSAT assessments, respectively, in order to provide universal access to college entrance exams.</p> <p>6.) Continue to support the Coordinator of Special Programs position in order to ensure equitable pathways for all students into CTE and VAPA programs, including underrepresented subgroups. CTE focus for this year will be sustaining CTE pathways independent of grant funding. VAPA focus for this year is to be determined consistent with multiple points of data and feedback, including student course access data, revised secondary pathways and survey data.</p> <p>7.) Expand access to opportunities to demonstrate college and career readiness for all students through proliferation and support of CTE pathways.</p>
--	--	---

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

through proliferation and support of CTE pathways.		
--	--	--

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
<i>1.) Amount</i>	31,332.00	<i>Amount</i>	31,332.00	<i>Amount</i>	31,332.00
<i>Source</i>	LCFF Supplemental	<i>Source</i>	LCFF Supplemental	<i>Source</i>	LCFF Supplemental
<i>Budget Reference</i>	5000-5999 Services; Secondary Counselor Academic Planning (Naviance)	<i>Budget Reference</i>	5000-5999 Services; Secondary Counselor Academic Planning (Naviance)	<i>Budget Reference</i>	5000-5999 Services; Secondary Counselor Academic Planning (Naviance)
<i>5.) Amount</i>	36,000	<i>Amount</i>	36,000	<i>Amount</i>	36,000
<i>Source</i>	LCFF Supplemental	<i>Source</i>	LCFF Supplemental	<i>Source</i>	LCFF Supplemental
<i>Budget Reference</i>	5000-5999 Services; Testing Pre ACT; PSAT	<i>Budget Reference</i>	5000-5999 Services; Testing Pre ACT	<i>Budget Reference</i>	5000-5999 Services; Testing Pre ACT
<i>6.) Amount</i>	69,354.00	<i>Amount</i>	69,354.00	<i>Amount</i>	69,354.00
<i>Source</i>	LCFF Supplemental	<i>Source</i>	LCFF Supplemental	<i>Source</i>	LCFF Supplemental
<i>Budget Reference</i>	1000-3999 Cert. Personnel; Coordinator of Special Programs	<i>Budget Reference</i>	1000-3999 Cert. Personnel; Coordinator of Special Programs	<i>Budget Reference</i>	1000-3999 Cert. Personnel; Coordinator of Special Programs

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

6.) Amount	69,354.00	Amount	69,354.00	Amount	69,354.00
Source	CTEIG	Source	CTEIG	Source	CTEIG
Budget Reference	1000-3999 Cert. Personnel; Coordinator of Special Programs	Budget Reference	1000-3999 Cert. Personnel; Coordinator of Special Programs	Budget Reference	1000-3999 Cert. Personnel; Coordinator of Special Programs
7.) Amount	146,639.00	Amount	146,639.00 (adjust/w COLA)	Amount	146,639.00 (adjust w/COLA)
Source	LCFF Supplemental	Source	LCFF Supplemental	Source	LCFF Supplemental
Budget Reference	1000-3999 Cert. Personnel; CTE Teachers	Budget Reference	1000-3999 Cert. Personnel; CTE Teachers	Budget Reference	1000-3999 Cert. Personnel; CTE Teachers

Goal 1 Action 3

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

Students to be served: ☐ All ☐ Students with Disabilities ☐ Other: Low-income, first-generation college-bound, Latino, African American
Location(s): ☐ All Schools ☐ Specific Schools: [specify] ☐ Specific Grade spans: Grades 7-12

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

Students to be served: ☒ X English Learners ☒ X Foster Youth ☒ X Other: Low Income, Students with Disabilities
Scope of Services: ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

ACTIONS/SERVICES

2017-18	2018-19	2019-20
New / <u>Modified</u> /Unchanged	New / Modified / <u>Unchanged</u>	New / Modified /Unchanged
<i>“Ensure equitable access to rigorous and broad course of study”</i>	<i>“Ensure equitable access to rigorous and broad course of study”</i>	<i>“Ensure equitable access to rigorous and broad course of study”</i>
1.) Continue to expand the Program for Effective	1.) Continue to expand the Program for Effective	1.) Continue to provide on-going support to sustain

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

Access to College (PEAC) in secondary schools through phased addition of grade-level cohorts and as supported by a continued blended funding model approach.	Access to College (PEAC) in secondary schools through phased addition of grade-level cohorts and as supported by a continued blended funding model approach.	the Program for Effective Access to College (PEAC) in secondary schools such that all three traditional high schools offer PEAC programming and services to participating students in grades 9-12.
<p>2.) Continue providing supplemental funding to school-site budgets in proportion to their respective enrollment of unduplicated students.</p> <ul style="list-style-type: none"> Elementary schools have chosen to support the following actions:hire Curriculum Specialists to provide targeted small group intervention support to at risk students in the area of literacy and language development during the instructional day; and the purchase instructional materials such as library books and leveled classroom libraries that are culturally relevant and age appropriate. Secondary schools have decided to allocate funds to support the following actions: provide students extended learning opportunities through after-school tutoring, summer school and credit recovery opportunities; expand students' access to counselors by hiring staff that focus on supporting EL, SED and PEAC/AVID students; and the purchasing of instructional materials that are culturally relevant (ie, library books) and that provide online personalization learning opportunities (ie. IXL Math). 	<p>2.) Continue providing supplemental funding to school-site budgets in proportion to their respective enrollment of unduplicated students.</p> <ul style="list-style-type: none"> Elementary schools may choose to support the following actions:hire Curriculum Specialists to provide targeted small group intervention support to at risk students in the area of literacy and language development during the instructional day; and the purchase instructional materials such as library books and leveled classroom libraries that are culturally relevant and age appropriate. Secondary schools may opt to allocate funds to support the following actions: provide students extended learning opportunities through after-school tutoring, summer school and credit recovery opportunities; expand students' access to counselors by hiring staff that focus on supporting EL, SED and PEAC/AVID students; and the purchasing of instructional materials that are culturally relevant (ie, library books) and that provide online personalization learning opportunities (ie. IXL Math). 	<p>2.) Continue providing supplemental funding to school-site budgets in proportion to their respective enrollment of unduplicated students.</p> <ul style="list-style-type: none"> Elementary schools may choose to support the following actions:hire Curriculum Specialists to provide targeted small group intervention support to at risk students in the area of literacy and language development during the instructional day; and the purchase instructional materials such as library books and leveled classroom libraries that are culturally relevant and age appropriate. Secondary schools may opt to allocate funds to support the following actions: provide students extended learning opportunities through after-school tutoring, summer school and credit recovery opportunities; expand students' access to counselors by hiring staff that focus on supporting EL, SED and PEAC/AVID students; and the purchasing of instructional materials that are culturally relevant (ie, library books) and that provide online personalization learning opportunities (ie. IXL Math).

BUDGETED EXPENDITURES

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

2017-18		2018-19		2019-20	
<i>1.) Amount</i>	394,275.00	<i>Amount</i>	394,275.00 (adjust w/COLA)	<i>Amount</i>	394,275.00(adjust w/COLA)
<i>Source</i>	LCFF Supplemental	<i>Source</i>	LCFF Supplemental	<i>Source</i>	LCFF Supplemental
<i>Budget Reference</i>	1000-3999 Cert. Personnel (PEAC Counselors); 2000-3999 Class. Personnel; PEAC Administration (Coordinator, Administrative Assistant)	<i>Budget Reference</i>	1000-3999 Cert. Personnel (PEAC Counselors); 2000-3999 Class. Personnel; PEAC Administration (Coordinator, Administrative Assistant)	<i>Budget Reference</i>	1000-3999 Cert. Personnel (PEAC Counselors); 2000-3999 Class. Personnel; PEAC Administration (Coordinator, Administrative Assistant)unselors
<i>1.) Amount</i>	\$400,000	<i>Amount</i>	\$400,000	<i>Amount</i>	\$400,000
<i>Source</i>	Private Donations	<i>Source</i>	Private Donations	<i>Source</i>	Private Donations
<i>Budget Reference</i>	1000-3999 Certificated Personnel, 2000-3999 Classified Personnel; Extra Hourly	<i>Budget Reference</i>	1000-3999 Certificated Personnel, 2000-3999 Classified Personnel; Extra Hourly	<i>Budget Reference</i>	1000-3999 Certificated Personnel, 2000-3999 Classified Personnel; Extra Hourly
<i>1.) Amount</i>	\$100,000	<i>Amount</i>	\$100,000	<i>Amount</i>	\$100,000
<i>Source</i>	Private Donations	<i>Source</i>	Private Donations	<i>Source</i>	Private Donations
<i>Budget Reference</i>	4000-4999 Instructional Materials;	<i>Budget Reference</i>	4000-4999 Instructional Materials;	<i>Budget Reference</i>	4000-4999 Instructional Materials;
<i>2.) Amount</i>	196,247.00	<i>Amount</i>	196,247.00	<i>Amount</i>	196,247.00
<i>Source</i>	LCFF Supplemental Funding	<i>Source</i>	LCFF Supplemental Funding	<i>Source</i>	LCFF Supplemental Funding

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

<i>Budget Reference</i>	1000-3999 Certificated Personnel, 2000-3999 Classified Personnel; Extra Hourly	<i>Budget Reference</i>	1000-3999 Certificated Personnel, 2000-3999 Classified Personnel; Extra Hourly	<i>Budget Reference</i>	1000-3999 Certificated Personnel, 2000-3999 Classified Personnel; Extra Hourly
<i>2.) Amount</i>	100,000.00	<i>Amount</i>	100,000.00	<i>Amount</i>	100,000.00
<i>Source</i>	LCFF Supplemental Funding	<i>Source</i>	LCFF Supplemental Funding	<i>Source</i>	LCFF Supplemental Funding
<i>Budget Reference</i>	4000-4999 Instructional Materials; Site Based Allocations	<i>Budget Reference</i>	4000-4999 Instructional Materials; Site Based Allocations	<i>Budget Reference</i>	4000-4999 Instructional Materials; Site Based Allocations

Goal 2: Engage students and families to promote student success

☐ New ☒ Modified ☐ Unchanged

Priorities addressed by this goal: ☐1 ☐2 ☒3 ☐4 ☒5 ☒6 ☐7 ☐8

Identified Need:

Districtwide data on student and family engagement, parent/guardian involvement, and school climate show that progress has been made but that there is still work to do in all areas. Over the past several years, annual attendance has been at or slightly below 95%. Although chronic absenteeism has fluctuated around 17%, and truancy has remained around 25% the past two years, internal mid-year data suggests that 2016-17 rates should be lower than years past. Gaps between subgroups remain more pronounced in truancy compared to chronic absenteeism. Progress made in previous years from a decline in suspensions and expulsions has held fairly steady, along with a higher degree of proportionality in both. School climate survey results from 2016-17 indicate that a greater percentage of parents and staff have a high sense of safety and connectedness to school than do students, with few gaps between adult subgroups; in contrast, a greater percentage of elementary students feel safe and highly connected to school than do secondary students, and there are gaps in secondary student perceptions of safety and connectedness between subgroups. Parent/guardian perceptions of school and district success in involving parents in strategic decision making and shared leadership are positive, and a fair percentage of parent/guardians self-reported participation in school committees as one way of being involved. Overall, the data still shows that it remains critical to continuously improve engagement of students, particularly for English Learner, Hispanic/Latino, Black/African American, Socioeconomically Disadvantaged, Homeless/Foster Youth and Special Education students.

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

EXPECTED ANNUAL MEASUREABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<u>CA Parent School Survey Results (P3)</u>	2016-17, n = 3,640 (30% response rate)	31% response rate	32% response rate	33% response rate
% of Parent Respondents that Strongly Agree or Agree that "This school allows input and welcomes parents' contributions."	All Parents: 90% Asian: 82% Black/African Am: 89% Hispanic/Latino: 94% White: 89% SPED: 90% EL: 93% SED: 94% Foster Parents: *	All Parents: 91% Asian: 83% Black/African Am: 90% Hispanic/Latino: 95% White: 90% SPED: 91% EL: 94% SED: 95% Foster Parents: *	All Parents: 92% Asian: 84% Black/African Am: 91% Hispanic/Latino: 96% White: 91% SPED: 92% EL: 95% SED: 96% Foster Parents: *	All Parents: 93% Asian: 85% Black/African Am: 92% Hispanic/Latino: 97% White: 92% SPED: 93% EL: 96% SED: 97% Foster Parents: *
% of Parent Respondents that Strongly Agree or Agree that "This school actively seeks the input of parents before making important decisions"	All Parents: 75% Asian: 83% Black/African Am: 62% Hispanic/Latino: 84% White: 71% SPED: 80% EL: 86% SED: 83% Foster Parents: *	All Parents: 76% Asian: 84% Black/African Am: 65% Hispanic/Latino: 85% White: 72% SPED: 81% EL: 87% SED: 84% Foster Parents: *	All Parents: 77% Asian: 85% Black/African Am: 68% Hispanic/Latino: 86% White: 73% SPED: 82% EL: 88% SED: 85% Foster Parents: *	All Parents: 78% Asian: 86% Black/African Am: 71% Hispanic/Latino: 87% White: 74% SPED: 83% EL: 89% SED: 86% Foster Parents: *
% of Parent Respondents that "Attended a meeting of the parent-teacher organization or association."	All Parents: 39% Asian: 42% Black/African Am: 28% Hispanic/Latino: 53% White: 32% SPED: 48% EL: 63% SED: 51% Foster Parents: *	All Parents: 40% Asian: 43% Black/African Am: 31% Hispanic/Latino: 54% White: 34% SPED: 49% EL: 64% SED: 52% Foster Parents: *	All Parents: 41% Asian: 44% Black/African Am: 34% Hispanic/Latino: 55% White: 36% SPED: 50% EL: 65% SED: 53% Foster Parents: *	All Parents: 42% Asian: 45% Black/African Am: 37% Hispanic/Latino: 56% White: 38% SPED: 51% EL: 66% SED: 54% Foster Parents: *
% of Parent Respondents	All Parents: 22%	All Parents: 23%	All Parents: 24%	All Parents: 25%

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

that "Served on a school committee."	Asian: 21% Black/African Am: 26% Hispanic/Latino: 20% White: 24% SPED: 21% EL: 25% SED: 20% Foster Parents: *	Asian: 22% Black/African Am: 27% Hispanic/Latino: 22% White: 25% SPED: 22% EL: 26% SED: 22% Foster Parents: *	Asian: 23% Black/African Am: 28% Hispanic/Latino: 24% White: 26% SPED: 23% EL: 27% SED: 24% Foster Parents: *	Asian: 24% Black/African Am: 29% Hispanic/Latino: 26% White: 28% SPED: 24% EL: 28% SED: 26% Foster Parents: *
<u>% of Students that "Feel Safe at School" (P6)</u>	<p>2016-17</p> <p><u>Grades 5-6</u> All Students: 85%</p> <p><u>Grades 7-12</u> All Students: 69% Asian: 75% Black/African Am: 59% Hispanic/Latino: 63% White: 76% SED: 61% Spec Ed: -- EL: -- Reclassified: -- Foster Youth: 64% Homeless: 59%</p>	<p>2017-18</p> <p><u>Grades 5-6</u> All Students: 86%</p> <p><u>Grades 7-12</u> All Students: 72% Asian: 76% Black/African Am: 64% Hispanic/Latino: 68% White: 77% SED: 66% Spec Ed: -- EL: -- Reclassified: -- Foster Youth: 69% Homeless: 64%</p>	<p>2018-19</p> <p><u>Grades 5-6</u> All Students: 87%</p> <p><u>Grades 7-12</u> All Students: 75% Asian: 77% Black/African Am: 69% Hispanic/Latino: 73% White: 78% SED: 71% Spec Ed: -- EL: -- Reclassified: -- Foster Youth: 74% Homeless: 69%</p>	<p>2019-20</p> <p><u>Grades 5-6</u> All Students: 88%</p> <p><u>Grades 7-12</u> All Students: 78% Asian: 78% Black/African Am: 74% Hispanic/Latino: 78% White: 79% SED: 76% Spec Ed: -- EL: -- Reclassified: -- Foster Youth: 79% Homeless: 74%</p>
<u>% of Students with a High Sense of Connectedness to School (P6)</u>	<p>2016-17</p> <p><u>Grades 5-6</u> All Students: 68%</p> <p><u>Grades 7-12</u> All Students: 60% Asian: 74% Black/African Am: 58% Hispanic/Latino: 62%</p>	<p>2016-17</p> <p><u>Grades 5-6</u> All Students: 70%</p> <p><u>Grades 7-12</u> All Students: 65% Asian: 75% Black/African Am: 63% Hispanic/Latino: 67%</p>	<p>2016-17</p> <p><u>Grades 5-6</u> All Students: 72%</p> <p><u>Grades 7-12</u> All Students: 70% Asian: 76% Black/African Am: 68% Hispanic/Latino: 72%</p>	<p>2016-17</p> <p><u>Grades 5-6</u> All Students: 74%</p> <p><u>Grades 7-12</u> All Students: 75% Asian: 77% Black/African Am: 73% Hispanic/Latino: 77%</p>

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

	White: 74% SED: 59% Spec Ed: Not reported EL: Not reported Reclassified: Not reported Foster Youth: 64% Homeless: 58%	White: 75% SED: 64% Spec Ed: Not reported EL: Not reported Reclassified: Not reported Foster Youth: 69% Homeless: 63%	White: 76% SED: 69% Spec Ed: Not reported EL: Not reported Reclassified: Not reported Foster Youth: 74% Homeless: 68%	White: 77% SED: 74% Spec Ed: Not reported EL: Not reported Reclassified: Not reported Foster Youth: 79% Homeless: 73%
<u>Parents' Sense of Safety (P6)</u> % of Parents that Agree or Strongly Agree that "this school is a safe place for my child"	2016-17 All: 95% Asian: 96% Black/African Am: 95% Hispanic/Latino: 94% White: 95% SED: 93% Spec Ed: 93% EL: 90% Reclassified: Not reported Foster Youth: * Homeless: Not reported	2017-18 All: 96% Asian: 97% Black/African Am: 96% Hispanic/Latino: 95% White: 96% SED: 94% Spec Ed: 94% EL: 92% Reclassified: Not reported Foster Youth: * Homeless: Not reported	2018-19 All: 97% Asian: 98% Black/African Am: 97% Hispanic/Latino: 96% White: 97% SED: 95% Spec Ed: 95% EL: 94% Reclassified: Not reported Foster Youth: * Homeless: Not reported	2019-20 All: 98% Asian: 99% Black/African Am: 98% Hispanic/Latino: 97% White: 98% SED: 96% Spec Ed: 96% EL: 96% Reclassified: Not reported Foster Youth: * Homeless: Not reported
<u>Parents' Sense of Connectedness (P6)</u> % of Parents that Agree or Strongly Agree that "this school encourages me to be an active partner with the school in educating my child"	2016-17 All: 92% Asian: 92% Black/African Am: 92% Hispanic/Latino: 94% White: 92% SED: 93% Spec Ed: 91% EL: 93% Reclassified: Not reported Foster Youth: * Homeless: Not reported	2017-18 All: 93% Asian: 93% Black/African Am: 93% Hispanic/Latino: 95% White: 93% SED: 94% Spec Ed: 92% EL: 94% Reclassified: Not reported Foster Youth: * Homeless: Not reported	2018-19 All: 94% Asian: 94% Black/African Am: 94% Hispanic/Latino: 96% White: 94% SED: 95% Spec Ed: 93% EL: 95% Reclassified: Not reported Foster Youth: * Homeless: Not reported	2019-20 All: 95% Asian: 95% Black/African Am: 95% Hispanic/Latino: 97% White: 95% SED: 96% Spec Ed: 94% EL: 96% Reclassified: Not reported Foster Youth: * Homeless: Not reported

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

% of Parents that Agree or Strongly Agree that "Parents feel welcome to participate at this school"	All: 92% Asian: 90% Black/African Am: 95% Hispanic/Latino: 95% White: 90% SED: 94% Spec Ed: 91% EL: 96% Reclassified: Not reported Foster Youth: * Homeless: Not reported	All: 93% Asian: 91% Black/African Am: 96% Hispanic/Latino: 96% White: 91% SED: 95% Spec Ed: 92% EL: 97% Reclassified: Not reported Foster Youth: * Homeless: Not reported	All: 94% Asian: 92% Black/African Am: 97% Hispanic/Latino: 97% White: 92% SED: 96% Spec Ed: 93% EL: 98% Reclassified: Not reported Foster Youth: * Homeless: Not reported	All: 95% Asian: 93% Black/African Am: 98% Hispanic/Latino: 98% White: 93% SED: 97% Spec Ed: 94% EL: 99% Reclassified: Not reported Foster Youth: * Homeless: Not reported
% of Parents that Agree or Strongly Agree that "School staff take parent concerns seriously"	All: 88% Asian: 84% Black/African Am: 92% Hispanic/Latino: 91% White: 87% SED: 90% Spec Ed: 90% EL: 92% Reclassified: Not reported Foster Youth: * Homeless: Not reported	All: 89% Asian: 85% Black/African Am: 93% Hispanic/Latino: 92% White: 88% SED: 91% Spec Ed: 91% EL: 93% Reclassified: Not reported Foster Youth: * Homeless: Not reported	All: 90% Asian: 86% Black/African Am: 94% Hispanic/Latino: 93% White: 89% SED: 92% Spec Ed: 92% EL: 94% Reclassified: Not reported Foster Youth: * Homeless: Not reported	All: 91% Asian: 87% Black/African Am: 95% Hispanic/Latino: 94% White: 90% SED: 93% Spec Ed: 93% EL: 95% Reclassified: Not reported Foster Youth: * Homeless: Not reported
<u>Staff Sense of Safety (P6)</u>	2016-17	2017-18	2018-19	2019-20
% of Staff that Agree or Strongly Agree that "this school is a safe place for students"	All: 94% Asian: 94% Black/African Am: * Hispanic/Latino: 97% White: 93%	All: 95% Asian: 95% Black/African Am: * Hispanic/Latino: 98% White: 94%	All: 96% Asian: 96% Black/African Am: * Hispanic/Latino: 99% White: 95%	All: 97% Asian: 97% Black/African Am: * Hispanic/Latino: 100% White: 96%
% of Staff that Agree or Strongly Agree that "this school is a safe place for staff"	All: 93% Asian: 94% Black/African Am: * Hispanic/Latino: 98% White: 95%	All: 94% Asian: 95% Black/African Am: * Hispanic/Latino: 99% White: 96%	All: 95% Asian: 96% Black/African Am: * Hispanic/Latino: 99% White: 97%	All: 96% Asian: 97% Black/African Am: * Hispanic/Latino: 100% White: 98%

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

<u>Staff Sense of Connectedness (P6)</u>	2016-17	2017-18	2018-19	2019-20
% of Staff that Agree or Strongly Agree that "This school is a supportive and inviting place for staff to work"	All: 89% Asian: 78% Black/African Am: * Hispanic/Latino: 94% White: 89%	All: 90% Asian: 81% Black/African Am: * Hispanic/Latino: 95% White: 90%	All: 91% Asian: 84% Black/African Am: * Hispanic/Latino: 96% White: 91%	All: 92% Asian: 87% Black/African Am: * Hispanic/Latino: 97% White: 92%
% of Staff that Agree or Strongly Agree that "This school promotes trust and collegiality among staff"	All: 85% Asian: 78% Black/African Am: * Hispanic/Latino: 87% White: 85%	All: 87% Asian: 80% Black/African Am: * Hispanic/Latino: 88% White: 87%	All: 89% Asian: 82% Black/African Am: * Hispanic/Latino: 89% White: 89%	All: 91% Asian: 84% Black/African Am: * Hispanic/Latino: 90% White: 91%
% of Staff that indicate "Nearly All Adults" or "Most Adults" at this school "Have close professional relationships with each other"	All: 75% Asian: 72% Black/African Am: * Hispanic/Latino: 85% White: 74%	All: 77% Asian: 74% Black/African Am: * Hispanic/Latino: 86% White: 76%	All: 79% Asian: 76% Black/African Am: * Hispanic/Latino: 87% White: 78%	All: 81% Asian: 78% Black/African Am: * Hispanic/Latino: 88% White: 80%
% of Staff that indicate "Nearly All Adults" or "Most Adults" at this school "Support and treat each other with respect"	All: 89% Asian: 78% Black/African Am: * Hispanic/Latino: 91% White: 89%	All: 90% Asian: 80% Black/African Am: * Hispanic/Latino: 92% White: 90%	All: 91% Asian: 82% Black/African Am: * Hispanic/Latino: 93% White: 91%	All: 92% Asian: 84% Black/African Am: * Hispanic/Latino: 94% White: 92%
Annual P-2 Attendance Rate (P5)	2015-16 94.2%	2016-17 94.7%	2017-18 95.2%	2018-19 95.7%
Truancy Rate (P5)	2015-16 All students: 25% Asian: 13% Black/African Am: 34% Hispanic/Latino: 28%	2016-17 All students: 20% Asian: 12% Black/African Am: 26% Hispanic/Latino: 22%	2017-18 All students: 15% Asian: 11% Black/African Am: 18% Hispanic/Latino: 16%	2018-19 All students: 10% Asian: 10% Black/African Am: 10% Hispanic/Latino: 10%

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

	White: 21% EL: 24% SED: 29% Foster Youth: 30% Spec Ed: 36%	White: 17% EL: 20% SED: 22% Foster Youth: 23% Spec Ed: 33%	White: 13% EL: 15% SED: 15% Foster Youth: 16% Spec Ed: 30%	White: 10% EL: 10% SED: 10% Foster Youth: 10% Spec Ed: 27%
Chronic Absenteeism Rate (P5)	2015-16 All students: 17% Asian: 8% Black/African Am: 20% Hispanic/Latino: 18% White: 17% EL: 17% SED: 19% Foster Youth: 19% Spec Ed: 28%	2016-17 All students: 15% Asian: 8% Black/African Am: 17% Hispanic/Latino: 15% White: 14% EL: 14% SED: 16% Foster Youth: 16% Spec Ed: 23%	2017-18 All students: 13% Asian: 8% Black/African Am: 14% Hispanic/Latino: 12% White: 11% EL: 11% SED: 13% Foster Youth: 13% Spec Ed: 18%	2018-19 All students: 11% Asian: 8% Black/African Am: 11% Hispanic/Latino: 9% White: 8% EL: 8% SED: 10% Foster Youth: 10% Spec Ed: 13%
Middle School Dropout Rate (P5)	2015-16 0% (n = 4)	2016-17 0% (n = 3)	2017-18 0% (n = 2)	2018-19 0% (n = 1)
High School Cohort Dropout Rate (P5)	2015-16 All students: 9.2% Asian: 2.1% Black/African Am: 12.0% Hispanic/Latino: 10.6% White: 8.2% EL: 13.3% SED: 11.8% Foster Youth: 22.2% Spec Ed: 8.4%	2016-17 All students: 8.5% Asian: 2.0% Black/African Am: 10.5% Hispanic/Latino: 9.5% White: 8.0% EL: 11.5% SED: 10.0% Foster Youth: 17.0% Spec Ed: 8.1%	2017-18 All students: 8.0% Asian: 1.9% Black/African Am: 9.0% Hispanic/Latino: 8.5% White: 7.8% EL: 9.5% SED: 8.5% Foster Youth: 12.0% Spec Ed: 7.8%	2018-19 All students: 7.5% Asian: 1.8% Black/African Am: 7.5% Hispanic/Latino: 7.5% White: 7.5% EL: 7.5% SED: 7.5% Foster Youth: 7.5% Spec Ed: 7.5%
High School Cohort Graduation Rate (P5)	2015-16 All students: 86.6% Asian: 97.9% Black/African Am: 88.0%	2016-17 All students: 88.0% Asian: 98.0% Black/African Am: 88.5%	2017-18 All students: 89.0% Asian: 98.1% Black/African Am: 89.0%	2018-19 All students: 90.0% Asian: 98.2% Black/African Am: 90.0%

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

	Hispanic/Latino: 81.9% White: 90.7% EL: 76.0% SED: 72.4% Foster Youth: 77.8% Spec Ed: 72.4%	Hispanic/Latino: 84.0% White: 90.8% EL: 80.0% SED: 77.0% Foster Youth: 80.0% Spec Ed: 75.0%	Hispanic/Latino: 86.0% White: 90.9% EL: 85.0% SED: 82.0% Foster Youth: 85.0% Spec Ed: 80.0%	Hispanic/Latino: 88.0% White: 91.0% EL: 90.0% SED: 87.0% Foster Youth: 90.0% Spec Ed: 85.0%
Suspension Rate (P6)	2015-16 All Students: 444 (3.1%) Asian: * Black/African Am: * Hispanic/Latino: 3.9% White: 1.9% SED: 4.3% Spec Ed: 7.7% EL: 4.4% Reclassified: 3.1% Homeless/Foster Youth: 5.1%	2016-17 All Students: 2.8% Asian: * Black/African Am: * Hispanic/Latino: 3.4% White: 1.8% SED: 3.8% Spec Ed: 6.7% EL: 3.9% Reclassified: 2.8% Homeless/Foster Youth: 4.1%	2017-18 All Students: 2.5% Asian: * Black/African Am: * Hispanic/Latino: 2.9% White: 1.7% SED: 3.3% Spec Ed: 5.7% EL: 3.4% Reclassified: 2.5% Homeless/Foster Youth: 3.1%	2018-19 All Students: 2.2% Asian: * Black/African Am: * Hispanic/Latino: 2.4% White: 1.6% SED: 2.8% Spec Ed: 4.7% EL: 2.9% Reclassified: 2.2% Homeless/Foster Youth: 2.1%
Expulsion Recommendation Rate (P6)	2015-16 All Students 49 (0.3%) Asian: * Black/African Am: * Hispanic/Latino: 0.4% White: 0.2% SED: 0.5% Spec Ed: 1.3% EL: 0.7% Reclassified: 0.2% Homeless/Foster Youth: *	2016-17 All Students: 45 Asian: * Black/African Am: * Hispanic/Latino: 0.3% White: 0.2% SED: 0.4% Spec Ed: 1.0% EL: 0.5% Reclassified: 0.2% Homeless/Foster Youth: *	2015-16 All Students: 40 Asian: * Black/African Am: * Hispanic/Latino: 0.2% White: 0.1% SED: 0.3% Spec Ed: 0.7% EL: 0.3% Reclassified: 0.1% Homeless/Foster Youth: *	2015-16 All Students: 35 Asian: * Black/African Am: * Hispanic/Latino: 0.1% White: 0.1% SED: 0.2% Spec Ed: 0.2% EL: 0.2% Reclassified: 0.1% Homeless/Foster Youth: *
Expulsion Rate (P6)	2015-16 All Students: 31 (0.2%)	2016-17 All Students: 25 (0.2%)	2017-18 All Students: 20 (0.1%)	2018-19 All Students: 15 (0.1%)

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

	Asian: 0% Black/African Am: 0% Hispanic/Latino: 0.3% White: 0.1% SED: 0.3% Spec Ed: 0.4% EL: 0.5% Reclassified: 0.1% Homeless/Foster Youth: 0.4%	Asian: 0% Black/African Am: 0% Hispanic/Latino: 0.2% White: 0.1% SED: 0.2% Spec Ed: 0.3% EL: 0.4% Reclassified: 0.1% Homeless/Foster Youth: 0.3%	Asian: 0% Black/African Am: 0% Hispanic/Latino: 0.2% White: 0.1% SED: 0.2% Spec Ed: 0.2% EL: 0.3% Reclassified: 0.1% Homeless/Foster Youth: 0.2%	Asian: 0% Black/African Am: 0% Hispanic/Latino: 0.1% White: 0.1% SED: 0.1% Spec Ed: 0.1% EL: 0.2% Reclassified: 0.1% Homeless/Foster Youth: 0.1%
--	--	--	--	--

PLANNED ACTIONS/SERVICES

Goal 2 Action 1

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

Students to be served: ☐ All ☐ Students with Disabilities ☐ Other: [write in]

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

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

Students to be served: ☒ English Learners ☐ Foster Youth ☐ Other: Low Income

Scope of Services: ☒ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

ACTIONS/SERVICES

2017-18	2018-19	2019-20
New / <u>Modified</u> /Unchanged	New / Modified / <u>Unchanged</u>	New / Modified / <u>Unchanged</u>
“Ensure a school climate that is safe, engaging, and respectful of all its members”	“Ensure a school climate that is safe, engaging, and respectful of all its members”	“Ensure a school climate that is safe, engaging, and respectful of all its members”
1.) Restorative Approaches (RA) has been implemented in all secondary schools and seven of the ten elementary schools; it has	1.) Sustain Restorative Approaches (RA) as implemented in all elementary and secondary schools. Revise the action plan to	1.) Sustain Restorative Approaches (RA) as implemented in all elementary and secondary schools. Revise the action plan

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

<p>helped reduce disciplinary actions including suspensions, which keeps students in class in a supportive learning environment. In 2017-18, continue the expansion of Restorative Approaches (RA) at the elementary level at all remaining schools. Revise the action plan originally developed in 2016-17 to continue to improve the implementation and support to sites as needed, including a focus on reducing disproportionate rates of suspension by race, especially in the case of African-American students. Ensure the school staff receive the district-led training and ongoing support from the RA TOSA. At the 17 sites that had already implemented RA, roll out the action plan developed in 2016-17 by the RA TOSA that includes the following: a) refined RA protocols and tools for the purpose of clarifying roles and responsibilities of teachers and administrators, b) systematized incorporation of the PeaceBuilders Program, a collaboration with AHA!, at all three traditional high schools for the purpose of having trained students share in the facilitation of RA strategies alongside adults, c) providing teachers with web-based strategies for developing and maintaining positive student-teacher relationships, d) coaching and mentoring of teachers, administrators, and classified staff on RA philosophy and methods, e) a focus on the training of classified staff to include them in the RA process, and f) monthly training of newly-hired staff.</p>	<p>continue to improve the implementation and support to sites as needed.</p>	<p>to continue to improve the implementation and support to sites as needed.</p>
<p>2.) To monitor student engagement, school site administration will regularly review pertinent student data. Specifically, administration will</p>	<p>2.) To monitor student engagement, school site administration will regularly review pertinent student data. Specifically, sites will continue to</p>	<p>2.) To monitor student engagement, school site administration will regularly review pertinent student data. Specifically, sites will continue</p>

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

<p>continue to monitor student attendance on a weekly, monthly, and annual basis via partnership with School Innovations & Achievement and implementation of Attention2Attendance (A2A) as an online tool for attendance analysis and tracking. With this more effective documentation and notification of students' attendance, staff will continue to focus on supporting students with chronic absenteeism more acutely. Increase training to support staff in optimizing A2A. On an annual basis, school administration will administer the school climate survey to students, parents/guardians, and staff during the specified administration windows, which will continue to minimize conflict with other surveys and maximize stakeholder participation. Administration will continue to review results regarding stakeholders' sense of connectedness to school, and incorporate the data into their evaluations of the site Single Plans for Student Achievement to refine school-based approaches to increasing students' sense of connectedness to school.</p>	<p>monitor attendance through Attention2Attendance (A2A) to focus on supporting students with chronic absenteeism more acutely, administer the school climate survey during the established windows, and incorporate results regarding sense of connectedness into site Single Plans for Student Achievement to refine school-based approaches to increasing students' sense of connectedness to school.</p>	<p>to monitor attendance through Attention2Attendance (A2A) to focus on supporting students with chronic absenteeism more acutely, administer the school climate survey during the established windows, and incorporate results regarding sense of connectedness into site Single Plans for Student Achievement to refine school-based approaches to increasing students' sense of connectedness to school.</p>
<p>3.) School administrators will annually review the school climate survey results regarding student, parent/guardian, and staff sense of safety and incorporate the data into their evaluations of the site Single Plans for Student Achievement to refine school-based approaches to increasing students' sense of safety at school. School safety plans will be updated annually and reviewed by the Assistant Superintendent of Student Services. Once reviewed they will be sent to the school board for approval.</p>	<p>3.) School administrators will annually review the school climate survey results regarding student, parent/guardian, and staff sense of safety and incorporate the data into their evaluations of the site Single Plans for Student Achievement to refine school-based approaches to increasing students' sense of safety at school. School safety plans will be updated annually and reviewed by the Assistant Superintendent of Student Services. Once reviewed they will be sent to the school board for approval.</p>	<p>3.) School administrators will annually review the school climate survey results regarding student, parent/guardian, and staff sense of safety and incorporate the data into their evaluations of the site Single Plans for Student Achievement to refine school-based approaches to increasing students' sense of safety at school. School safety plans will be updated annually and reviewed by the Assistant Superintendent of Student Services. Once reviewed they will be sent to the school board for approval.</p>

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

--	--	--

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
<i>1.) Amount</i>	10,500.00	<i>Amount</i>	10,500.00	<i>Amount</i>	10,500.00
<i>Source</i>	LCFF Supplemental Funding	<i>Source</i>	LCFF Supplemental Funding	<i>Source</i>	LCFF Supplemental Funding
<i>Budget Reference</i>	5000-5999 Services; RA Training	<i>Budget Reference</i>	5000-5999 Services; RA Training	<i>Budget Reference</i>	5000-5999 Services; RA Training
<i>1.) Amount</i>	30,000.00	<i>Amount</i>	30,000.00	<i>Amount</i>	30,000.00
<i>Source</i>	LCFF Supplemental Funding	<i>Source</i>	LCFF Supplemental Funding	<i>Source</i>	LCFF Supplemental Funding
<i>Budget Reference</i>	5000-5999 Services; AHA	<i>Budget Reference</i>	5000-5999 Services; AHA	<i>Budget Reference</i>	5000-5999 Services; AHA
<i>2.) Amount</i>	42,120.00	<i>Amount</i>	42,120.00	<i>Amount</i>	42,120.00
<i>Source</i>	LCFF Supplemental Funding	<i>Source</i>	LCFF Supplemental Funding	<i>Source</i>	LCFF Supplemental Funding
<i>Budget Reference</i>	5000-5999 Services; A2A Attendance	<i>Budget Reference</i>	5000-5999 Services; A2A Attendance	<i>Budget Reference</i>	5000-5999 Services; A2A Attendance

Goal 2 Action 2

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

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

Students to be served: ☐ All ☐ Students with Disabilities ☐ Other: [write in]

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

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

Students to be served: ☒ English Learners ☐ Foster Youth ☒ Other: At-Risk, Special Education, Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

ACTIONS/SERVICES

2017-18	2018-19	2019-20
New / <u>Modified</u> /Unchanged	New / Modified / <u>Unchanged</u>	New / Modified / <u>Unchanged</u>
“Ensure a school climate that is safe, engaging, and respectful of all its members.”	“Ensure a school climate that is safe, engaging, and respectful of all its members.”	“Ensure a school climate that is safe, engaging, and respectful of all its members.”
1.) Continue to support expansion of the Academy for Success at SBHS, SMHS, and DPHS through a blended funding model. Academy for Success focuses on providing academic and social-emotional support, within a cohort model, to target students with significant credit-deficiency and engagement barriers. Specifically, initiate a second cohort at DPHS.	2.) Continue to support expansion of the Academy for Success at SBHS, SMHS, and DPHS through a blended funding model. Academy for Success focuses on providing academic and social-emotional support, within a cohort model, to target students with significant credit-deficiency and engagement barriers. Specifically, initiate a second cohort at SMHS and a third cohort at DPHS.	2.) Continue to support expansion of the Academy for Success at SBHS, SMHS, and DPHS through a blended funding model. Academy for Success focuses on providing academic and social-emotional support, within a cohort model, to target students with significant credit-deficiency and engagement barriers. Specifically, initiate a second cohort at SBHS and a third cohort at SMHS.
2.) Establish a new “Dean of Student Engagement” position at SBHS, SMHS, and DPHS in order to dedicate specific administrative resources and focus to improving the effectiveness of interventions related to: a) attendance, b) student safety, c) student connectedness to school, d) restorative approaches, e) alcohol/drug use, and f) socio/emotional well-being. Explore alternate models for providing parallel supports to elementary sites.	2.) Evaluate the effectiveness of the Dean of Student Engagement position through a review of student engagement indicators. Pending evaluation, expand the Dean of Student Engagement position to select junior highs. Establish a model for providing support for student engagement at select elementary sites.	2.) Evaluate the effectiveness of the Dean of Student Engagement position through a review of student engagement indicators. Pending evaluation, expand the Dean of Student Engagement position to select junior highs. Evaluate the effectiveness of the model for providing support for student engagement at select elementary sites; pending evaluation, expand to additional sites.

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
<i>1.) Amount</i>	110,000.00	<i>Amount</i>	110,000.00 (adjust w/COLA)	<i>Amount</i>	110,000.00 (adjust w/COLA)
<i>Source</i>	LCFF Supplemental Funding	<i>Source</i>	LCFF Supplemental Funding	<i>Source</i>	LCFF Supplemental Funding
<i>Budget Reference</i>	1000-3999 Cert. Personnel; Academy for Success	<i>Budget Reference</i>	1000-3999 Cert. Personnel; Academy for Success (adjust w/COLA)	<i>Budget Reference</i>	1000-3999 Cert. Personnel; Academy for Success (adjust w/COLA)
<i>1.) Amount</i>	570,000.00	<i>Amount</i>	570,000.00	<i>Amount</i>	570,000.00
<i>Source</i>	Title I	<i>Source</i>	Title I	<i>Source</i>	Title I
<i>Budget Reference</i>	1000-3999 Cert. Personnel; Academy for Success	<i>Budget Reference</i>	1000-3999 Cert. Personnel; Academy for Success	<i>Budget Reference</i>	1000-3999 Cert. Personnel; Academy for Success
<i>2.) Amount</i>	294,000.00	<i>Amount</i>	294,000.00	<i>Amount</i>	294,000.00
<i>Source</i>	LCFF Supplemental Funding	<i>Source</i>	LCFF Supplemental Funding	<i>Source</i>	LCFF Supplemental Funding
<i>Budget Reference</i>	1000-3999 Certificated Personnel; Dean of Students (HS Only)	<i>Budget Reference</i>	1000-3999 Certificated Personnel; Dean of Students (HS Only) (adjust w/COLA)	<i>Budget Reference</i>	1000-3999 Certificated Personnel; Dean of Students (HS Only) (adjust w/COLA)
<i>Amount</i>	126,000	<i>Amount</i>	126,000 (adjust w/COLA)	<i>Amount</i>	126,000 (adjust w/COLA)

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

Source	LCFF Title I	Source	LCFF Title I	Source	LCFF Title I
<i>Budget Reference</i>	1000-3999 Certificated Personnel; Dean of Students (HS Only)	<i>Budget Reference</i>	1000-3999 Certificated Personnel; Dean of Students (HS Only)	<i>Budget Reference</i>	1000-3999 Certificated Personnel; Dean of Students (HS Only)

Goal 2 Action 3

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

Students to be served: ☒ All ☐ Students with Disabilities ☐ Other: [write in]

Location(s): ☒ All Schools ☐ Specific Schools: [specify] ☐ Specific Grade spans:

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

Students to be served: ☐ English Learners ☐ Foster Youth ☐ Other: Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

ACTIONS/SERVICES

2017-18	2018-19	2019-20
New / <u>Modified</u> /Unchanged	New / Modified / <u>Unchanged</u>	New / Modified / <u>Unchanged</u>
<i>“Meet the holistic needs of students.”</i>	<i>“Meet the holistic needs of students.”</i>	<i>“Meet the holistic needs of students.”</i>
1) Establish a continuum of mental health and socio-emotional services, from elementary through high school, through continued funding for district support personnel and community-based partnerships.	1) Continue to support and evaluate a continuum of mental health and socio-emotional services, from elementary through high school, through continued funding for district support personnel and community-based partnerships.	1) Continue to support and evaluate a continuum of mental health and socio-emotional services, from elementary through high school, through continued funding for district support personnel and community-based partnerships.
2.) Continue the regular meeting and collaboration of the District’s Wellness Committee, comprised of representatives from every school, stakeholders in the community, as well as district staff, in order to continue to ensure that	2.) Continue the regular meeting and collaboration of the District’s Wellness Committee, comprised of representatives from every school, stakeholders in the community, as well as district staff, in order to continue to ensure that the	2.) Continue the regular meeting and collaboration of the District’s Wellness Committee, comprised of representatives from every school, stakeholders in the community, as well as district staff, in order to

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

the district wellness policy is appropriately implemented on every school site.	district wellness policy is appropriately implemented on every school site.	continue to ensure that the district wellness policy is appropriately implemented on every school site.
3.) To the extent possible, all food provided at all schools is fresh, local, and prepared in an age-appropriate way.	3.) To the extent possible, all food provided at all schools is fresh, local, and prepared in an age-appropriate way.	3.) To the extent possible, all food provided at all schools is fresh, local, and prepared in an age-appropriate way.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
<i>Amount</i>	N/A	<i>Amount</i>	N/A	<i>Amount</i>	N/A
<i>Source</i>		<i>Source</i>		<i>Source</i>	
<i>Budget Reference</i>		<i>Budget Reference</i>		<i>Budget Reference</i>	

Goal 2 Action 4

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

Students to be served: ☐ All ☐ Students with Disabilities ☐ Other: [write in]

Location(s): ☐ All Schools ☐ Specific Schools: [specify] ☐ Specific Grade spans:

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

Students to be served: ☒ English Learners ☐ Foster Youth ☒ Other: Low Income

Scope of Services: ☒ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

ACTIONS/SERVICES

2017-18	2018-19	2019-20
New / <u>Modified</u> / Unchanged	New / Modified / <u>Unchanged</u>	New / Modified / Unchanged

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

<i>“Meet the holistic needs of students”</i>	<i>“Meet the holistic needs of students”</i>	<i>“Meet the holistic needs of students”</i>
<p>1) Establish a continuum of mental health and socio-emotional services, from elementary through high school, through continued funding for district support personnel and community-based partnerships.</p> <ul style="list-style-type: none"> • In elementary schools, continue to support partnership between the district and Council on Alcohol and Drug Abuse (CADA) and Family Service Agency (FSA) for school-based counseling. Additional counseling services will be retained for Title I schools using Title I funding. • In secondary schools, continue to support staffing of two (2) student At-Risk Outreach Liaisons. These positions provide mentoring, leadership training, and inter/intra-personal communication skills to secondary students “at-risk” of dropping out. Additionally, continue to support secondary schools with drug and alcohol prevention counseling (YSS/ SUPER) at high schools through partnership with Council on Alcohol and Drug Abuse (CADA). 	<p>1) Continue to support and evaluate a continuum of mental health and socio-emotional services, from elementary through high school, through continued funding for district support personnel and community-based partnerships.</p> <ul style="list-style-type: none"> • In elementary schools, continue to support partnership between the district and Council on Alcohol and Drug Abuse (CADA) and Family Service Agency (FSA) for school-based counseling. Additional counseling services will be retained for Title I schools using Title I funding. • In secondary schools, continue to support staffing of two (2) student At-Risk Outreach Liaisons. These positions provide mentoring, leadership training, and inter/intra-personal communication skills to secondary students “at-risk” of dropping out. Additionally, continue to support secondary schools with drug and alcohol prevention counseling (YSS/ SUPER) at high schools through partnership with Council on Alcohol and Drug Abuse (CADA). 	<p>1) Continue to support and evaluate a continuum of mental health and socio-emotional services, from elementary through high school, through continued funding for district support personnel and community-based partnerships.</p> <ul style="list-style-type: none"> • In elementary schools, continue to support partnership between the district and Council on Alcohol and Drug Abuse (CADA) and Family Service Agency (FSA) for school-based counseling. Additional counseling services will be retained for Title I schools using Title I funding. • In secondary schools, continue to support staffing of two (2) student At-Risk Outreach Liaisons. These positions provide mentoring, leadership training, and inter/intra-personal communication skills to secondary students “at-risk” of dropping out. Additionally, continue to support secondary schools with drug and alcohol prevention counseling (YSS/ SUPER) at high schools through partnership with Council on Alcohol and Drug Abuse (CADA).

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
<i>1.) Amount</i>	235,000.00	<i>Amount</i>	235,000.00	<i>Amount</i>	235,000.00
<i>Source</i>	LCFF Supplemental Funding	<i>Source</i>	LCFF Supplemental Funding	<i>Source</i>	LCFF Supplemental Funding

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

<i>Budget Reference</i>	5000-5999 Services; K-6 Social Emotional Support	<i>Budget Reference</i>	5000-5999 Services; K-6 Social Emotional Support	<i>Budget Reference</i>	5000-5999 Services; K-6 Social Emotional Support
<i>1.) Amount</i>	171,217.00	<i>Amount</i>	171,217.00	<i>Amount</i>	171,217.00
<i>Source</i>	LCFF Supplemental Funding	<i>Source</i>	LCFF Supplemental Funding	<i>Source</i>	LCFF Supplemental Funding
<i>Budget Reference</i>	1000-3999 Cert. Personnel; At Risk Outreach Liaisons (2)	<i>Budget Reference</i>	1000-3999 Cert. Personnel; At Risk Outreach Liaisons (2)	<i>Budget Reference</i>	1000-3999 Cert. Personnel; At Risk Outreach Liaisons (2)
<i>1.) Amount</i>	215,000.00	<i>Amount</i>	215,000.00	<i>Amount</i>	215,000.00
<i>Source</i>	LCFF Supplemental Funding	<i>Source</i>	LCFF Supplemental Funding	<i>Source</i>	LCFF Supplemental Funding
<i>Budget Reference</i>	5000-5999 Pro/Consulting; YSSSuper	<i>Budget Reference</i>	5000-5999 Pro/Consulting; YSSSuper	<i>Budget Reference</i>	5000-5999 Pro/Consulting; YSSSuper

Goal 2 Action 5

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

Students to be served: ☒ X All ☐ Students with Disabilities ☐ Other:

Location(s): ☒ X All Schools ☐ Specific Schools: [specify] ☐ Specific Grade spans:

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

Students to be served: ☐ English Learners ☐ Foster Youth ☐ Other: Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

ACTIONS/SERVICES

2017-18	2018-19	2019-20
New / <u>Modified</u> / <u>Unchanged</u>	New / <u>Modified</u> / <u>Unchanged</u>	New / <u>Modified</u> / <u>Unchanged</u>

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

<p>“Parent and Family Engagement”</p> <p>1.) With guidance and facilitation from the office of EL and Parent Engagement, each school will fine-tune, implement and monitor a parent engagement plan that aligns to the District’s framework for family engagement and that outlines specific actions and activities that authentically engage families as equal partners in their children’s education.</p>	<p>“Parent and Family Engagement”</p> <p>1.) With guidance and facilitation from the office of EL and Parent Engagement, each school will fine-tune, implement and monitor a parent engagement plan that aligns to the District’s framework for family engagement and that outlines specific actions and activities that authentically engage families as equal partners in their children’s education.</p>	<p>“Parent and Family Engagement”</p> <p>1.) With guidance and facilitation from the office of EL and Parent Engagement, each school will fine-tune, implement and monitor a parent engagement plan that aligns to the District’s framework for family engagement and that outlines specific actions and activities that authentically engage families as equal partners in their children’s education.</p>
--	--	--

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
<i>1.) Amount</i>	See Goal 2, Action 6	<i>Amount</i>	See Goal 2, Action 6	<i>Amount</i>	See Goal 2, Action 6
<i>Source</i>	See Goal 2, Action 6	<i>Source</i>	See Goal 2, Action 6	<i>Source</i>	See Goal 2, Action 6
<i>Budget Reference</i>	See Goal 2, Action 6	<i>Budget Reference</i>	See Goal 2, Action 6	<i>Budget Reference</i>	See Goal 2, Action 6

Goal 2 Action 6

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

Students to be served: ☐ All ☐ Students with Disabilities ☐ Other:

Location(s): ☐ All Schools ☐ Specific Schools: [specify] ☐ Specific Grade spans:

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

Students to be served: ☒ English Learners ☐ Foster Youth ☒ Other: Low Income

Scope of Services: ☒ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

ACTIONS/SERVICES

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

2017-18	2018-19	2019-20
New / <u>Modified</u> /Unchanged	New / <u>Modified</u> /Unchanged	New / <u>Modified</u> /Unchanged
<p><i>“Parent and Family Engagement”</i></p> <p>1.) Continue to support Community of Schools in development of Regional Family Centers (RFCs) in coordination of community support services, including school-based strategies and activities aligned with health and safety programs, family support, and social services at La Cumbre Junior High School (Westside), Franklin Elementary School (Eastside) and Goleta Valley Junior High School (Goleta).</p>	<p><i>“Parent and Family Engagement”</i></p> <p>1.) Continue to support Community of Schools in development of Regional Family Centers (RFCs) in coordination of community support services, including school-based strategies and activities aligned with health and safety programs, family support, and social services at La Cumbre Junior High School (Westside), Franklin Elementary School (Eastside) and Goleta Valley Junior High School (Goleta).</p>	<p><i>“Parent and Family Engagement”</i></p> <p>1.) Continue to support Community of Schools in development of Regional Family Centers (RFCs) in coordination of community support services, including school-based strategies and activities aligned with health and safety programs, family support, and social services at La Cumbre Junior High School (Westside), Franklin Elementary School (Eastside) and Goleta Valley Junior High School (Goleta).</p>
<p>2.) Supplemental funding will support the maintenance and expansion of Parent Engagement Programs. Support staff for the office of EL and Parent Engagement will assist with the monitoring of the District’s parent advisory committees, including DELAC, and ensure the essential functions of each committee are fulfilled. A recursive cycle of feedback and input to staff and the Board is ongoing and include a mid-year report, and end-of-year recommendations from DELAC to the Board.</p>	<p>2.) Supplemental funding will support the maintenance and expansion of Parent Engagement Programs. Support staff for the office of EL and Parent Engagement will assist with the monitoring of the District’s parent advisory committees, including DELAC, and ensure the essential functions of each committee are fulfilled. A recursive cycle of feedback and input to staff and the Board is ongoing and include a mid-year report, and end-of-year recommendations from DELAC to the Board.</p>	<p>2.) Supplemental funding will support the maintenance and expansion of Parent Engagement Programs. Support staff for the office of EL and Parent Engagement will assist with the monitoring of the District’s parent advisory committees, including DELAC, and ensure the essential functions of each committee are fulfilled. A recursive cycle of feedback and input to staff and the Board is ongoing and include a mid-year report, and end-of-year recommendations from DELAC to the Board.</p>
<p>3.) Family Engagement Liaison (FEL) job family was created and a district level FEL will be hired to initiate the Family Engagement Unit and facilitate the development, implementation and delivery of parent education programs that are aligned to the the District’s Framework for Family Engagement. The District level Family Engagement Liaison position will ensure the delivery of base level parent education training</p>	<p>3.) A second district level Family Engagement Liaison (FEL) will be hired to expand the Family Engagement Unit and facilitate the development, implementation and delivery of parent education programs that are aligned to the the District’s Framework for Family Engagement. The District level Family Engagement Liaison position will expand the delivery of base level parent education training</p>	<p>3.) The District level Family Engagement Liaison positions will maintain and refine the delivery of base level parent education training and/or learning modules to parents and families across the district. These learning opportunities include, but are not limited to the Parent School Partnership (PSP), and The Latino Family Literacy Project. With the support of the Director of EL and Parent</p>

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

and/or learning modules to parents and families across the district. These learning opportunities include, but are not limited to the Parent School Partnership (PSP), and The Latino Family Literacy Project, which are currently implemented at specific schools in the district.	and/or learning modules to parents and families across the district. These learning opportunities include, but are not limited to the Parent School Partnership (PSP), and The Latino Family Literacy Project, which are currently implemented at specific schools in the district.	Engagement, the Family Engagement Unit will research and identify additional program offerings that address the Early Child and Adolescent Development focus area of the District's framework for family engagement. Furthermore, the team will engage in a self-assessment of the work completed up to this point.
4.) Support staff for the office of English Learner and Parent Engagement programs will be retained using supplemental funding. The position will support the maintenance of central office-led initiatives, including the development of ELD program options in elementary and secondary schools, monitoring of English Learner reclassification eligibility, RFEP monitoring, planning of professional learning opportunities for staff, the expansion and evaluation of parent education programs, and district-wide language access services.	4.) Support staff for the office of English Learner and Parent Engagement programs will be retained using supplemental funding. The position will support the maintenance of central office-led initiatives, including the development of ELD program options in elementary and secondary schools.	4.) Support staff for the office of English Learner and Parent Engagement programs will be retained using supplemental funding. The position will support the maintenance of central office-led initiatives, including the development of ELD program options in elementary and secondary schools.
5.) Continue allocation of funding to support staffing for the parent resource center. The center will continue to serve as a central location to provide workshops to parents and families. A menu of workshops will be offered to families.	5.) Allocation of funding to support staffing for the parent resource center. The center has served as a central location to provide workshops to parents and families. Input and feedback from workshops will be utilized to tailor workshop offerings.	5.) Continue allocation of funding to support staffing for the parent resource center. The center has served as a central location to provide workshops to parents and families. Input and feedback from workshops will be utilized to tailor workshop offerings and improve our delivery model.
6.) Continue providing supplemental funding to school-site budgets in proportion to their respective enrollment of unduplicated students. <ul style="list-style-type: none"> Elementary sites have focused their efforts to increase student and family engagement in the following ways: increase time for specific staff to monitor 	6.) Continue providing supplemental funding will continue to be allocated to school-site budgets in proportion to their respective enrollment of unduplicated students. <ul style="list-style-type: none"> Elementary sites may continue to focus their efforts to increase student and family engagement in the following 	6.) Continue providing supplemental funding will continue to be allocated to school-site budgets in proportion to their respective enrollment of unduplicated students. <ul style="list-style-type: none"> Elementary sites may continue to focus their efforts to increase student and family engagement in the following

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

<p>and support families in identifying and overcoming barriers with attendance; provide families the opportunity to participate in parent education programs that are aligned to the district's framework for family engagement and secure child care services for families to ensure consistent participation.</p> <ul style="list-style-type: none"> Site based allocations at the Secondary level have been utilized to support students and families in the following ways: increase time for specific staff to assist with the monitoring of attendance and support families to overcome attendance challenges; parent education programs provided that give families the opportunity to learn about how the educational system operates and the supports available to their students; and dedicate resources to strengthen the communication between home and school through interpretation services. 	<p>ways: increase time for specific staff to monitor and support families in identifying and overcoming barriers with attendance; provide families the opportunity to participate in parent education programs that are aligned to the district's framework for family engagement and secure child care services for families to ensure consistent participation.</p> <ul style="list-style-type: none"> Site based allocations at the Secondary level may continue to be utilized to support students and families in the following ways: increase time for specific staff to assist with the monitoring of attendance and support families to overcome attendance challenges; parent education programs provided that give families the opportunity to learn about how the educational system operates and the supports available to their students; and dedicate resources to strengthen the communication between home and school through interpretation services. 	<p>ways: increase time for specific staff to monitor and support families in identifying and overcoming barriers with attendance; provide families the opportunity to participate in parent education programs that are aligned to the district's framework for family engagement and secure child care services for families to ensure consistent participation.</p> <ul style="list-style-type: none"> Site based allocations at the Secondary level may continue to be utilized to support students and families in the following ways: increase time for specific staff to assist with the monitoring of attendance and support families to overcome attendance challenges; parent education programs provided that give families the opportunity to learn about how the educational system operates and the supports available to their students; and dedicate resources to strengthen the communication between home and school through interpretation services.
--	---	---

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
<i>1.) Amount</i>	400,000	<i>Amount</i>	400,000	<i>Amount</i>	400,000
<i>Source</i>	Private Donations	<i>Source</i>	Private Donations	<i>Source</i>	Private Donations
<i>Budget Reference</i>	1000-3999 Certificated Personnel, 2000-3999	<i>Budget Reference</i>	1000-3999 Certificated Personnel, 2000-3999	<i>Budget Reference</i>	1000-3999 Certificated Personnel, 2000-3999

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

	Classified Personnel		Classified Personnel		Classified Personnel
1.) Amount	100,000	Amount	100,000	Amount	100,000
Source	Private Donations	Source	Private Donations	Source	Private Donations
Budget Reference	4000-4999 Instructional Materials;	Budget Reference	4000-4999 Instructional Materials;	Budget Reference	4000-4999 Instructional Materials;
1.) Amount	170,926.00	Amount	170,926.00 (adjust w/COLA)	Amount	170,926.00 (adjust w/COLA)
Source	LCFF Supplemental Funding	Source	LCFF Supplemental Funding	Source	LCFF Supplemental Funding
Budget Reference	1000-3999 Certificated Personnel, Director of EL and Parent Engagement	Budget Reference	1000-3999 Certificated Personnel, Director of EL and Parent Engagement	Budget Reference	1000-3999 Certificated Personnel, Director of EL and Parent Engagement
2.) Amount	54,374.00	Amount	54,374.00 (adjust w/COLA)	Amount	54,374.00 (adjust w/COLA)
Source	LCFF Supplemental Funding	Source	LCFF Supplemental Funding	Source	LCFF Supplemental Funding
Budget Reference	2000-3999 Classified Personnel; EL and Parent Engagement support staff	Budget Reference	2000-3999 Classified Personnel; EL and Parent Engagement support staff	Budget Reference	2000-3999 Classified Personnel; EL and Parent Engagement support staff
2.) Amount	30,000.00	Amount	30,000.00	Amount	30,000.00
Source	LCFF Supplemental Funding	Source	LCFF Supplemental Funding	Source	LCFF Supplemental Funding
Budget Reference	2000-3999 Classified	Budget Reference	2000-3999 Classified	Budget Reference	2000-3999 Classified

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

	Personnel, Hourly		Personnel, Hourly		Personnel, Hourly
2.) <i>Amount</i>	10,000.00	<i>Amount</i>	10,000.00	<i>Amount</i>	10,000.00
<i>Source</i>	LCFF Supplemental Funding	<i>Source</i>	LCFF Supplemental Funding	<i>Source</i>	LCFF Supplemental Funding
<i>Budget Reference</i>	4000-4999 Materials; Parent Engagement Activities	<i>Budget Reference</i>	4000-4999 Materials; Parent Engagement Activities	<i>Budget Reference</i>	4000-4999 Materials; Parent Engagement Activities
3.) <i>Amount</i>	85,000.00	<i>Amount</i>	170,000.00 (adjust w/COLA)	<i>Amount</i>	170,000.00 (adjust w/COLA)
<i>Source</i>	LCFF Supplemental Funding	<i>Source</i>	LCFF Supplemental Funding	<i>Source</i>	LCFF Supplemental Funding
<i>Budget Reference</i>	2000-3999 Classified Personnel; Family Engagement Liaison	<i>Budget Reference</i>	2000-3999 Classified Personnel; Family Engagement Liaison	<i>Budget Reference</i>	2000-3999 Classified Personnel; Family Engagement Liaison
5.) <i>Amount</i>	12,435.00	<i>Amount</i>	12,435.00 (adjust w/COLA)	<i>Amount</i>	12,435.00 (adjust w/COLA)
<i>Source</i>	LCFF Supplemental Funding	<i>Source</i>	LCFF Supplemental Funding	<i>Source</i>	LCFF Supplemental Funding
<i>Budget Reference</i>	2000-3999 Classified Personnel; Parent Resource Center	<i>Budget Reference</i>	2000-3999 Classified Personnel; Parent Resource Center	<i>Budget Reference</i>	2000-3999 Classified Personnel; Parent Resource Center
6.) <i>Amount</i>	149,633.00	<i>Amount</i>	149, 633.00	<i>Amount</i>	149, 633.00
<i>Source</i>	LCFF Supplemental Funding	<i>Source</i>	LCFF Supplemental Funding	<i>Source</i>	LCFF Supplemental Funding
<i>Budget Reference</i>	2000-3999 Classified	<i>Budget Reference</i>	2000-3999 Classified	<i>Budget Reference</i>	2000-3999 Classified

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

	Personnel, Hourly		Personnel, Hourly		Personnel, Hourly
6.) <i>Amount</i>	50,000.00	<i>Amount</i>	50,000.00	<i>Amount</i>	50,000.00
<i>Source</i>	LCFF Supplemental Funding	<i>Source</i>	LCFF Supplemental Funding	<i>Source</i>	LCFF Supplemental Funding
<i>Budget Reference</i>	5000-5999 Contracted Services; Site Allocations	<i>Budget Reference</i>	5000-5999 Contracted Services; Site Allocations	<i>Budget Reference</i>	5000-5999 Contracted Services; Site Allocations

Goal 2 Action 7

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

Students to be served: ☐ All ☐ Students with Disabilities ☐ Other: [write in]

Location(s): ☐ All Schools ☐ Specific Schools: [specify] ☐ Specific Grade spans:

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

Students to be served: ☒ English Learners ☐ Foster Youth ☐ Other: Low Income

Scope of Services: ☒ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

ACTIONS/SERVICES

2017-18	2018-19	2019-20
New / <u>Modified</u> /Unchanged	New / Modified / <u>Unchanged</u>	New / Modified / <u>Unchanged</u>
<i>“Language Access and Supports”</i> 1.) With guidance and facilitation from the office of EL and Parent Engagement, each school site will continue with specific actions that address the Language Access Guidelines in their site-based Parent Engagement Plans and allocate funding in the school’s SPSA.	<i>“Language Access and Supports”</i> 1.) With guidance and facilitation from the office of EL and Parent Engagement, each school site will continue with specific actions that address the Language Access Guidelines in their site-based Parent Engagement Plans and allocate funding in the school’s SPSA.	<i>“Language Access and Supports”</i> 1.) With guidance and facilitation from the office of EL and Parent Engagement, each school site will continue with specific actions that address the Language Access Guidelines in their site-based Parent Engagement Plans and allocate funding in the school’s SPSA.
2) Supplemental funding will continue to support	2) Supplemental funding will continue to support	2) Supplemental funding will continue to support

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

the implementation of the District's Language Access Guidelines by norming centralized and site-based services; expanding the offerings for interpreter-translator trainings and follow up sessions, as well as ensuring interpretation is provided at district level meetings and translation of relevant written communication and documents is available. Supplemental funding will, also, support the maintenance and expansion of interpretation-translation services at district-wide special events, such as Back to School Night (BTSN). Support staff for the office of EL and Parent Engagement will assist with coordination of Language Access services at each of the eighteen (18) school sites.	the implementation of the District's Language Access Guidelines by norming centralized and site-based services; expanding the offerings for interpreter-translator trainings and follow up sessions, as well as ensuring interpretation is provided at district level meetings and translation of relevant written communication and documents is available. Supplemental funding will, also, support the maintenance and expansion of interpretation-translation services at district-wide special events, such as Back to School Night (BTSN). Support staff for the office of EL and Parent Engagement will assist with coordination of Language Access services at each of the eighteen (18) school sites.	the implementation of the District's Language Access Guidelines by norming centralized and site-based services; expanding the offerings for interpreter-translator trainings and follow up sessions, as well as ensuring interpretation is provided at district level meetings and translation of relevant written communication and documents is available. Supplemental funding will, also, support the maintenance and expansion of interpretation-translation services at district-wide special events, such as Back to School Night (BTSN). Support staff for the office of EL and Parent Engagement will assist with coordination of Language Access services at each of the eighteen (18) school sites.
--	--	--

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
<i>2.) Amount</i>	98,826.00	<i>Amount</i>	98,826.00 (adjust w/COLA)	<i>Amount</i>	98,826.00 (adjust w/COLA)
<i>Source</i>	LCFF Supplemental Funding	<i>Source</i>	LCFF Supplemental Funding	<i>Source</i>	LCFF Supplemental Funding
<i>Budget Reference</i>	2000-3999 Classified Personnel; Translation and Interpreter Services, Hourly, OT	<i>Budget Reference</i>	2000-3999 Classified Personnel; Translation and Interpreter Services, Hourly, OT	<i>Budget Reference</i>	2000-3999 Classified Personnel; Translation and Interpreter Services, Hourly, OT
<i>2.) Amount</i>	60,000.00	<i>Amount</i>	60,000.00 (adjust w/COLA)	<i>Amount</i>	60,000.00 (adjust w/COLA)
<i>Source</i>	LCFF Supplemental Funding	<i>Source</i>	LCFF Supplemental Funding	<i>Source</i>	LCFF Supplemental

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

					Funding
<i>Budget Reference</i>	2000-3999 Classified Personnel; Translation and Interpreter Services, DO Hourly, OT BTSN/Special Events	<i>Budget Reference</i>	2000-3999 Classified Personnel; Translation and Interpreter Services, DO Hourly, OT BTSN/Special Events	<i>Budget Reference</i>	2000-3999 Classified Personnel; Translation and Interpreter Services, DO Hourly, OT BTSN/Special Events

Goal 2 Action 8

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

Students to be served: ☐ All ☐ Students with Disabilities ☐ Other: [write in]

Location(s): ☐ All Schools ☐ Specific Schools: [specify] ☐ Specific Grade spans:

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

Students to be served: ☐ English Learners ☒ Foster Youth ☐ Other: Low Income

Scope of Services: ☒ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

ACTIONS/SERVICES

2017-18	2018-19	2019-20
New / <u>Modified</u> /Unchanged	New / Modified /Unchanged	New / Modified /Unchanged
<i>“Improve Supports for Homeless and Foster Youth”</i> 1.) With guidance and coordination from the Assistant Superintendent of Student Services, continue funding allocation for a school social worker to support homeless and foster youth pupils. Position will serve to coordinate services, while being a liaison between district and external agencies, committees and community-based organizations. Title I funds will continue to be	<i>“Improve Supports for Homeless and Foster Youth”</i> 1.) With guidance and coordination from the Assistant Superintendent of Student Services, continue funding allocation for a school social worker to support homeless and foster youth pupils. Position will serve to coordinate services, while being a liaison between district and external agencies, committees and community-based organizations. Title I funds will continue to be utilized to support this position.	<i>“Improve Supports for Homeless and Foster Youth”</i> 1.) With guidance and coordination from the Assistant Superintendent of Student Services, continue funding allocation for a school social worker to support homeless and foster youth pupils. Position will serve to coordinate services, while being a liaison between district and external agencies, committees and community-based organizations. Title I funds will continue to be utilized to support this

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

utilized to support this position.		position.
------------------------------------	--	-----------

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
<i>1.) Amount</i>	76,860.00	<i>Amount</i>	76,860.00 (adjust w/ COLA)	<i>Amount</i>	76,860.00 (adjust w/COLA)
<i>Source</i>	Title I	<i>Source</i>	Title I	<i>Source</i>	Title I
<i>Budget Reference</i>	1000-3999 Cert. Personnel; Social Worker	<i>Budget Reference</i>	1000-3999 Cert. Personnel; Social Worker	<i>Budget Reference</i>	1000-3999 Cert. Personnel; Social Worker

Goal 3: Prepare students for life, learning and work in the 21st century

☐ New ☒ Modified ☐ Unchanged

Priorities addressed by this goal: ☐1 ☒2 ☐3 ☒4 ☐5 ☐6 ☐7 ☒8

Identified Need:

Student achievement measures increased slightly at most grade levels; however, more substantial gains need to be made year over year, with particular attention to upper elementary and high school. Although SBUSD exceeded the state averages in English Language Arts/Literacy and Math regarding the percentage of students meeting or exceeding state standards overall, gaps in achievement remain for several subgroups (Black/African American, Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, and Special Education students). SBUSD hit an all-time high reclassification rate in 2015-16 of 22.4%, and reclassified students achieved on par with the district average in ELA/Literacy and Math; this supports recent district revisions to the reclassification policy, but ongoing support needs to continue to maintain and further increase these students' academic success as they progress through each grade level. Advanced placement exam pass rates also increased with substantial gains for Socioeconomically Disadvantaged students; however a low percentage of juniors scored "Ready" on the Early Assessment Program (EAP) which is the Standard Exceeded category on the 11th grade Smarter Balanced Assessment, reinforcing the need to focus on standards mastery at the high school level.

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

EXPECTED ANNUAL MEASUREABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Common Core State Standards (CCSS) Implementation (P2)	SBUSD will engage in CDE's LCAP Self-Evaluation Reporting for Local Indicators in Fall 2017	Targets will be set once SBUSD completes the Fall 2017 LCAP Self-Evaluation process	Targets will be set once SBUSD completes the Fall 2017 LCAP Self-Evaluation process	Targets will be set once SBUSD completes the Fall 2017 LCAP Self-Evaluation process
How programs/services enable English Learners (EL) to access CA and ELD standards (P2)	SBUSD will engage in CDE's LCAP Self-Evaluation Reporting for Local Indicators in Fall 2017	Targets will be set once SBUSD completes the Fall 2017 LCAP Self-Evaluation process	Targets will be set once SBUSD completes the Fall 2017 LCAP Self-Evaluation process	Targets will be set once SBUSD completes the Fall 2017 LCAP Self-Evaluation process
EL California English Language Development Test (CELDT) Progress (P4)	2016-17 CA Dashboard "Green" - % of ELs making one year of progress on CELDT from 2014 to 2015 or reclassified from 2013 to 2014 = 73.7%	In accordance with state assessment changes, SBUSD will transition from the CELDT to the English Language Proficiency Assessment of California (ELPAC) in 2017-18. A new baseline will be set in 2017-18 using the ELPAC summative assessment results and CA School Dashboard results.	Targets will be set once SBUSD transitions to the ELPAC in 2017-18.	Targets will be set once SBUSD transitions to the ELPAC in 2017-18.
English Learner (EL) California English Language Development Test CELDT Progress toward Proficiency(P4)	2015-16 English Learner Progress and Proficiency Report 58.2% (1739/2991)	In accordance with state assessment changes, SBUSD will transition from the CELDT to the English Language Proficiency Assessment of California (ELPAC) in 2017-18. A new baseline will be set in 2017-18 using the ELPAC summative assessment results and CA School Dashboard results.	Targets will be set once SBUSD transitions to the ELPAC in 2017-18.	Targets will be set once SBUSD transitions to the ELPAC in 2017-18.
English Learner (EL)	2015-16: 22.4% (n = 1,079)	2016-17: 600 students	2017-18: 700 students	2018-19: 750 students

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

Reclassification Rate (P4)	This was the first year of the implementation of a new interim reclassification criteria.			
Number of Long Term English Learners (LTELs) and ELs At Risk of Becoming LTELs	<p>2016-17</p> <p>Number of Long Term English Learners (LTEL, 6+ Yrs), 2016-17: 747</p> <p>Number of ELs at Risk of Becoming LTEL (4-5 Yrs), 2016-17: 444</p>	<p>2017-18:</p> <p>650 students</p> <p>350 students</p>	<p>2018-19:</p> <p>550 students</p> <p>250 students</p>	<p>2019-20:</p> <p>450 students</p> <p>150 students</p>
Smarter Balanced Assessment (SBA) English Language Arts/Literacy (ELA), Grades 3-8: % Meeting or Exceeding Standards (P4)	<p>2015-16</p> <p>Grade 3: 41%</p> <p>Grade 4: 43%</p> <p>Grade 5: 43%</p> <p>Grade 6: 46%</p> <p>Grade 7: 58%</p> <p>Grade 8: 57%</p> <p>Gaps in achievement exist at most grade levels for Black/African American, Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, and Special Education students.</p>	<p>2016-17</p> <p>Grade 3: 46%</p> <p>Grade 4: 46%</p> <p>Grade 5: 48%</p> <p>Grade 6: 48%</p> <p>Grade 7: 51%</p> <p>Grade 8: 63%</p> <p>Overall targets are set at 5% points growth by cohort (e.g. students Grade 3 in 15-16, Grade 4 in 16-17, etc.). Gains for underperforming subgroups should be greater than 5% points to reduce gaps in achievement.</p>	<p>2017-18</p> <p>Grade 3: 51%</p> <p>Grade 4: 51%</p> <p>Grade 5: 51%</p> <p>Grade 6: 53%</p> <p>Grade 7: 53%</p> <p>Grade 8: 56%</p> <p>Overall targets are set at 5% points growth by cohort (e.g. students Grade 3 in 15-16, Grade 4 in 16-17, etc.). Gains for underperforming subgroups should be greater than 5% points to reduce gaps in achievement.</p>	<p>2018-19</p> <p>Grade 3: 56%</p> <p>Grade 4: 56%</p> <p>Grade 5: 56%</p> <p>Grade 6: 56%</p> <p>Grade 7: 58%</p> <p>Grade 8: 58%</p> <p>Overall targets are set at 5% points growth by cohort (e.g. students Grade 3 in 15-16, Grade 4 in 16-17, etc.). Gains for underperforming subgroups should be greater than 5% points to reduce gaps in achievement.</p>
Smarter Balanced Assessment (SBA) Math, Grades 3-8: % Meeting or Exceeding Standards (P4)	<p>2015-16</p> <p>Grade 3: 49%</p> <p>Grade 4: 33%</p> <p>Grade 5: 29%</p>	<p>2016-17</p> <p>Grade 3: 54%</p> <p>Grade 4: 54%</p> <p>Grade 5: 38%</p>	<p>2017-18</p> <p>Grade 3: 59%</p> <p>Grade 4: 59%</p> <p>Grade 5: 59%</p>	<p>2018-19</p> <p>Grade 3: 64%</p> <p>Grade 4: 64%</p> <p>Grade 5: 64%</p>

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

	<p>Grade 6: 31% Grade 7: 48% Grade 8: 47%</p> <p>Gaps in achievement exist at most grade levels for Black/African American, Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, and Special Education students.</p>	<p>Grade 6: 34% Grade 7: 36% Grade 8: 53%</p> <p>Overall targets are set at 5% points growth by cohort (e.g. students Grade 3 in 15-16, Grade 4 in 16-17, etc.). Gains for underperforming subgroups should be greater than 5% points to reduce gaps in achievement.</p>	<p>Grade 6: 43% Grade 7: 39% Grade 8: 41%</p> <p>Overall targets are set at 5% points growth by cohort (e.g. students Grade 3 in 15-16, Grade 4 in 16-17, etc.). Gains for underperforming subgroups should be greater than 5% points to reduce gaps in achievement.</p>	<p>Grade 6: 64% Grade 7: 47% Grade 8: 44%</p> <p>Overall targets are set at 5% points growth by cohort (e.g. students Grade 3 in 15-16, Grade 4 in 16-17, etc.). Gains for underperforming subgroups should be greater than 5% points to reduce gaps in achievement.</p>
Early Assessment Program (EAP), Grade 11: % Exceeding Standards (P4)	<p>2015-16</p> <p><u>ELA/Literacy</u> All Students: 22% Asian: 47% Black/African Am: 13% Hispanic/Latino: 9% White: 36% SED: 9% English Learners: 1% Reclassified: 10% Spec Ed: 2%</p> <p><u>Math</u> All Students: 16% Asian: 40% Black/African Am: 25% Hispanic/Latino: 6% White: 26% SED: 5% English Learners: 0% Reclassified: 6% Spec Ed: 3%</p>	<p>2016-17</p> <p><u>ELA/Literacy</u> All Students: 27% Asian: 48% Black/African Am: 20% Hispanic/Latino: 16% White: 37% SED: 16% English Learners: 8% Reclassified: 17% Spec Ed: 9%</p> <p><u>Math</u> All Students: 21% Asian: 41% Black/African Am: 32% Hispanic/Latino: 13% White: 27% SED: 12% English Learners: 7% Reclassified: 13% Spec Ed: 10%</p>	<p>2017-18</p> <p><u>ELA/Literacy</u> All Students: 32% Asian: 49% Black/African Am: 27% Hispanic/Latino: 23% White: 38% SED: 23% English Learners: 15% Reclassified: 24% Spec Ed: 16%</p> <p><u>Math</u> All Students: 26% Asian: 42% Black/African Am: 39% Hispanic/Latino: 20% White: 28% SED: 19% English Learners: 14% Reclassified: 20% Spec Ed: 17%</p>	<p>2018-19</p> <p><u>ELA/Literacy</u> All Students: 37% Asian: 50% Black/African Am: 34% Hispanic/Latino: 30% White: 39% SED: 30% English Learners: 22% Reclassified: 31% Spec Ed: 23%</p> <p><u>Math</u> All Students: 31% Asian: 43% Black/African Am: 46% Hispanic/Latino: 27% White: 29% SED: 26% English Learners: 21% Reclassified: 27% Spec Ed: 24%</p>

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

AP Exam - % of Students Scoring 3 or Higher on at Least One Exam (P4)	2015-16 All Students: 61% Asian: 78% Black/African Am: * Hispanic/Latino: 41% White: 70% SED: 40% English Learners: * Reclassified: 40% Spec Ed: * Homeless/Foster Youth: 45%	2016-17 All Students: 64% Asian: 79% Black/African Am: * Hispanic/Latino: 45% White: 71% SED: 44% English Learners: * Reclassified: 44% Spec Ed: * Homeless/Foster Youth: 49%	2017-18 All Students: 67% Asian: 80% Black/African Am: * Hispanic/Latino: 49% White: 72% SED: 48% English Learners: * Reclassified: 48% Spec Ed: * Homeless/Foster Youth: 53%	2018-19 All Students: 71% Asian: 81% Black/African Am: * Hispanic/Latino: 53% White: 73% SED: 52% English Learners: * Reclassified: 52% Spec Ed: * Homeless/Foster Youth: 57%
Science CST: % Proficient or Advanced; CAST beginning in 2017-18 (P8)	2015-16 Grade 5: 46% Grade 8: 70% Grade 11: 46%	2016-17 Grade 5: 51% Grade 8: 75% Grade 11: 51%	2017-18 Grade 5: 56% Grade 8: 80% Grade 11: 56%	2018-19 Grade 5: 61% Grade 8: 85% Grade 11: 61%
Physical Fitness Test (PFT): % Meeting Healthy Fitness Zone, Grades 5, 7, and 9 (P8)	2015-16 All Students: 61.1% Asian: 78.3% Black/African Am: 65.9% Hispanic/Latino: 49.4% White: 78.0% SED: 47.7% Other subgroups not reported.	2016-17 All Students: 63% Asian: 79% Black/African Am: 67% Hispanic/Latino: 55% White: 79% SED: 55% Other subgroups not reported.	2017-18 All Students: 65% Asian: 80% Black/African Am: 68% Hispanic/Latino: 60% White: 80% SED: 60% Other subgroups not reported.	2018-19 All Students: 67% Asian: 81% Black/African Am: 69% Hispanic/Latino: 65% White: 81% SED: 65% Other subgroups not reported.
Teacher Credentialing (P1)	2016-17 Credentialed Rate: 99% Outside of Subject Rate: 4.7% Miss-assignment Rate: 4.7%	2017-18 Credentialed Rate: 99% Outside of Subject Rate: 4.2% Miss-assignment Rate: 4.2%	2018-19 Credentialed Rate: 99% Outside of Subject Rate: 3.7% Miss-assignment Rate: 3.7%	2019-20 Credentialed Rate: 99% Outside of Subject Rate: 3.2% Miss-assignment Rate: 3.2%
Williams' Materials (P1)	2016-17 100% Compliant	2017-18 Maintain 100% Compliance	2018-19 Maintain 100% Compliance	2019-20 Maintain 100% Compliance

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

PLANNED ACTIONS/SERVICES

Goal 3 Action 1

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

Students to be served: ☒ X All ☐ X Students with Disabilities ☐ Other: [write in]

Location(s): ☒ X All Schools ☐ Specific Schools: [specify] ☐ Specific Grade spans:

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

Students to be served: ☐ English Learners ☐ Foster Youth ☐ Other: Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

ACTIONS/SERVICES

2017-18	2018-19	2019-20
New / <u>Modified</u> /Unchanged	New / Modified /Unchanged	New / Modified /Unchanged
<i>“Improve Instructional Outcomes through Professional Learning and Collaboration”</i>	<i>“Improve Instructional Outcomes through Professional Learning and Collaboration”</i>	<i>“Improve Instructional Outcomes through Professional Learning and Collaboration”</i>
<p>1.) Continue to implement and refine a District-wide Assessment Continuum PK-12, comprised of both formative and summative assessments, to identify students’ progress toward meeting grade-level standards. The Assessment Continuum allows district and school-based staff to monitor student growth toward mastery of standards in literacy, language and mathematics, as well as identify academic gaps between student groups.</p> <p>2.) With guidance and support from Educational Services Dept. and strategic partner (InnovateEd), School Leadership Teams (SLTs) at each school will continue to engage in professional learning in “systems thinking” to</p>	<p>1.) Continue to implement and refine a District-wide Assessment Continuum PK-12, comprised of both formative and summative assessments, to identify students’ progress toward meeting grade-level standards. The Assessment Continuum allows district and school-based staff to monitor student growth toward mastery of standards in literacy, language and mathematics, as well as identify academic gaps between student groups.</p> <p>2.) With guidance and support from Educational Services Dept. and strategic partner (InnovateEd), School Leadership Teams (SLTs) at each school will continue to engage in professional learning in “systems thinking” to</p>	<p>1.) Continue to implement and refine a District-wide Assessment Continuum PK-12, comprised of both formative and summative assessments, to identify students’ progress toward meeting grade-level standards. The Assessment Continuum allows district and school-based staff to monitor student growth toward mastery of standards in literacy, language and mathematics, as well as identify academic gaps between student groups.</p> <p>2.) With guidance and support from Educational Services Dept. and strategic partner (InnovateEd), School Leadership Teams (SLTs) at each school will continue to engage in professional learning in “systems thinking” to</p>

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

<p>further advance each school's strategic focus. School plans will focus on evidence of student learning, using "lead" and "lag" data (formative and summative data) to determine students' progress toward content mastery and focus on differentiation for English Learners and students with disabilities. Professional learning will support strategic PLC development and collaboration, student work analysis and instructional rounds. Professional learning will also contain a leadership strand for school and district leadership.</p> <p>3.) Continue to allocate supplemental funds for Teachers on Special Assignment (TOSA) to provide ongoing support to teacher PLCs in grades TK-12 in implementing state adopted standards and promoting equity of access and outcomes for all students, including development of course pathways and scope and sequence; identification of instructional materials; development of lessons/units; implementation of assessment continuum; data analysis.</p>	<p>further advance each school's strategic focus. School plans will focus on evidence of student learning, using "lead" and "lag" data (formative and summative data) to determine students' progress toward content mastery and focus on differentiation for English Learners and students with disabilities. Professional learning will support strategic PLC development and collaboration, student work analysis and instructional rounds. Professional learning will also contain a leadership strand for school and district leadership.</p> <p>3.) Continue to allocate supplemental funds for Teachers on Special Assignment (TOSA) to provide ongoing support to teacher PLCs in grades TK-12 in implementing the state adopted standards and promoting equity of access and outcomes for all students, including development of course pathways and scope and sequence; identification of instructional materials; development of lessons/units; implementation of assessment continuum; data analysis.</p>	<p>to further advance each school's strategic focus. School plans will focus on evidence of student learning, using "lead" and "lag" data (formative and summative data) to determine students' progress toward content mastery and focus on differentiation for English Learners and students with disabilities. Professional learning will support strategic PLC development and collaboration, student work analysis and instructional rounds. Professional learning will also contain a leadership strand for school and district leadership.</p> <p>3.) Continue to allocate supplemental funds for Teachers on Special Assignment (TOSA) to provide ongoing support to teacher PLCs in grades TK-12 in implementing the state adopted standards and promoting equity of access and outcomes for all students, including development of course pathways and scope and sequence; identification of instructional materials; development of lessons/units; implementation of assessment continuum; data analysis.</p>
<p>4.) Continue to support embedded-release for Professional Learning Communities (PLCs) in elementary schools. Elementary teachers will continue to collaborate in a Professional Learning Community (PLC) model through release within the school day. They will focus on improving instructional practice and action plans co-constructed through School Leadership Teams (SLTs) professional learning. Visual and Performing Arts (VAPA) Teachers</p>	<p>4.) Continue to support embedded-release for Professional Learning Communities (PLCs) in elementary schools. Elementary teachers will continue to collaborate in a Professional Learning Community (PLC) model through release within the school day. They will focus on improving instructional practice and action plans co-constructed through School Leadership Teams (SLTs) professional learning. Visual and Performing Arts (VAPA) Teachers (Art</p>	<p>4.) Continue to support embedded-release for Professional Learning Communities (PLCs) in elementary schools. Elementary teachers will continue to collaborate in a Professional Learning Community (PLC) model through release within the school day. They will focus on improving instructional practice and action plans co-constructed through School Leadership Teams (SLTs) professional learning.</p>

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

(Art and Music) will continue to be supported through supplemental funds in order to guarantee learning opportunities for all students (TK-6), while also allowing elementary classroom teachers to have embedded-release during school day. Elementary schools will also receive a supplemental allocation to continue to fund physical education (PE) teachers to assist with embedded-release for general education teachers.	and Music) will continue to be supported through supplemental funds in order to guarantee learning opportunities for all students (TK-6), while also allowing elementary classroom teachers to have embedded-release during school day. Elementary schools will also receive a supplemental allocation to continue to fund physical education (PE) teachers to assist with embedded-release for general education teachers.	Visual and Performing Arts (VAPA) Teachers (Art and Music) will continue to be supported through supplemental funds in order to guarantee learning opportunities for all students (TK-6), while also allowing elementary classroom teachers to have embedded-release during school day. Elementary schools will also receive a supplemental allocation to continue to fund physical education (PE) teachers to assist with embedded-release for general education teachers.
--	---	---

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
<i>1.) Amount</i>	\$187,300	<i>Amount</i>	\$187,300	<i>Amount</i>	\$187,300
<i>Source</i>	LCFF Supplemental	<i>Source</i>	LCFF Supplemental	<i>Source</i>	LCFF Supplemental
<i>Budget Reference</i>	5000-5999; Assessment System (STAR)	<i>Budget Reference</i>	5000-5999; Assessment System (STAR)	<i>Budget Reference</i>	5000-5999; Assessment System (STAR)
<i>3.) Amount</i>	367,643.00	<i>Amount</i>	367,643.00 (adjust w/COLA)	<i>Amount</i>	367,643.00 (adjust w/COLA)
<i>Source</i>	LCFF Supplemental	<i>Source</i>	LCFF Supplemental	<i>Source</i>	LCFF Supplemental
<i>Budget Reference</i>	1000-3999; Certificated Personnel	<i>Budget Reference</i>	1000-3999; Certificated Personnel	<i>Budget Reference</i>	1000-3999; Certificated Personnel
<i>4.) Amount</i>	792,546.00	<i>Amount</i>	792,546.00 (adjust w/COLA)	<i>Amount</i>	792,546.00 (adjust

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

					w/COLA)
<i>Source</i>	LCFF Supplemental	<i>Source</i>	LCFF Supplemental	<i>Source</i>	LCFF Supplemental
<i>Budget Reference</i>	1000-3999; PLC Support Elementary	<i>Budget Reference</i>	1000-3999; PLC Support Elementary	<i>Budget Reference</i>	1000-3999; PLC Support Elementary

Goal 3 Action 2

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

Students to be served: ☐ All ☐ Students with Disabilities ☐ Other: [write in]

Location(s): ☐ All Schools ☐ Specific Schools: [specify] ☐ Specific Grade spans:

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

Students to be served: ☒ English Learners ☐ Foster Youth ☒ Other: Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

ACTIONS/SERVICES

2017-18	2018-19	2019-20
New / <u>Modified</u> /Unchanged	New / Modified / <u>Unchanged</u>	New / Modified / <u>Unchanged</u>
<i>“Improve Instructional Outcomes through Professional Learning and Collaboration”</i>	<i>“Improve Instructional Outcomes through Professional Learning and Collaboration”</i>	<i>“Improve Instructional Outcomes through Professional Learning and Collaboration”</i>
1.) Continue to allocate supplemental funds for Teachers on Special Assignment (TOSA) to provide ongoing support to teacher PLCs in grades TK-12. Teachers on Special Assignment will focus on differentiation approaches for English Learners, emergent learners and students with special needs through implementation of Year 2 of Literacy and Language Framework, which focuses on	1.) Continue to allocate supplemental funds for Teachers on Special Assignment (TOSA) to provide ongoing support to teacher PLCs in grades TK-12. Teachers on Special Assignment will focus on differentiation approaches for English Learners, emergent learners and students with special needs through implementation of Year 2 of Literacy and Language Framework, which focuses on	1.) Continue to allocate supplemental funds for Teachers on Special Assignment (TOSA) to provide ongoing support to teacher PLCs in grades TK-12. Teachers on Special Assignment will focus on differentiation approaches for English Learners, emergent learners and students with special needs through implementation of Year 2 of Literacy and Language Framework, which focuses on

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

<p>Balanced Literacy and Integrated/Designated English Language Development.</p> <p>2.) Continue to support embedded-release for Professional Learning Communities (PLCs) in elementary schools. The additional collaboration and common planning time will allow teachers to norm instructional practices across grade-levels and focus on progress monitoring of English Learners, low-income students, students with special needs and those achieving below grade-level according to data from assessment continuum.</p> <p>3.) Continue to sustain AVID program through allocation of AVID Elective sections to support grade-level cohorts in secondary schools and continued roll-out of strategies in grades 3-12. The continued support of the AVID program allows for students to receive tutoring and mentoring, experiential learning, as well as additional skill-building to help ensure greater success in college-prep and A-G level courses.</p>	<p>Balanced Literacy and Integrated/Designated English Language Development.</p> <p>2.) Continue to support embedded-release for Professional Learning Communities (PLCs) in elementary schools. The additional collaboration and common planning time will allow teachers to norm instructional practices across grade-levels and focus on progress monitoring of English Learners, low-income students, students with special needs and those achieving below grade-level according to data from assessment continuum.</p> <p>3.) Continue to sustain AVID program through allocation of AVID Elective sections to support grade-level cohorts in secondary schools and continued roll-out of strategies in grades 3-12. The continued support of the AVID program allows for students to receive tutoring and mentoring, experiential learning, as well as additional skill-building to help ensure greater success in college-prep and A-G level courses.</p>	<p>Balanced Literacy and Integrated/Designated English Language Development.</p> <p>2.) Continue to support embedded-release for Professional Learning Communities (PLCs) in elementary schools. The additional collaboration and common planning time will allow teachers to norm instructional practices across grade-levels and focus on progress monitoring of English Learners, low-income students, students with special needs and those achieving below grade-level according to data from assessment continuum.</p> <p>3.) Continue to sustain AVID program through allocation of AVID Elective sections to support grade-level cohorts in secondary schools and continued roll-out of strategies in grades 3-12. The continued support of the AVID program allows for students to receive tutoring and mentoring, experiential learning, as well as additional skill-building to help ensure greater success in college-prep and A-G level courses.</p>
---	---	---

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
<i>1.) Amount</i>	367,643.00	<i>Amount</i>	367,643.00 (adjust w/COLA)	<i>Amount</i>	367,643.00 (adjust w/COLA)
<i>Source</i>	LCFF Supplemental	<i>Source</i>	LCFF Supplemental	<i>Source</i>	LCFF Supplemental
<i>Budget Reference</i>	1000-3999; Certificated Personnel	<i>Budget Reference</i>	1000-3999; Certificated Personnel	<i>Budget Reference</i>	1000-3999; Certificated Personnel

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

2.) Amount	792,546.00	Amount	792,546.00 (adjust w/COLA)	Amount	792,546.00 (adjust w/COLA)
Source	LCFF Supplemental	Source	LCFF Supplemental	Source	LCFF Supplemental
Budget Reference	1000-3999 Certificated Personnel, Elementary PLC Support	Budget Reference	1000-3999 Certificated Personnel, Elementary PLC Support	Budget Reference	1000-3999 Certificated Personnel, Elementary PLC Support
3.) Amount	793,834.00	Amount	793,834.00	Amount	793,834.00
Source	LCFF Supplemental	Source	LCFF Supplemental	Source	LCFF Supplemental
Budget Reference	1000-3999 Certificated Personnel	Budget Reference	1000-3999 Certificated Personnel	Budget Reference	1000-3999 Certificated Personnel
3.) Amount	155,000.00	Amount	155,000.00	Amount	155,000.00
Source	LCFF Supplemental	Source	LCFF Supplemental	Source	LCFF Supplemental
Budget Reference	5000-5999 Services; AVID Program	Budget Reference	5000-5999 Services; AVID Program	Budget Reference	5000-5999 Services; AVID Program

Goal 3 Action 3

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

Students to be served: ☒ X All ☐ Students with Disabilities ☐ Other: [write in]
Location(s): ☒ X All Schools ☐ Specific Schools: [specify] ☐ Specific Grade spans:

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

Students to be served: ☐ English Learners ☐ Foster Youth ☐ Other: Low Income

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

Scope of Services: __LEA-wide __Schoolwide OR __Limited to Unduplicated Student Group(s)

ACTIONS/SERVICES

2017-18	2018-19	2019-20
New / <u>Modified</u> /Unchanged	New / Modified / <u>Unchanged</u>	New / Modified / <u>Unchanged</u>
<i>“Literacy and Language Development”</i> 1.) Continue to implement district’s Literacy and Language Framework, which was designed upon a five-year, phase-in process, with 2017-2018 as year 2. The framework was derived from local needs assessment and grounded upon a balanced literacy approach with research and guidance from the California’s ELA/ELD Framework.	<i>“Literacy and Language Development”</i> 1.) Continue to implement district’s Literacy and Language Framework, which was designed upon a five-year, phase-in process, with 2018-2019 as year 3. The framework was derived from local needs assessment and grounded upon a balanced literacy approach with research and guidance from the California’s ELA/ELD Framework.	<i>“Literacy and Language Development”</i> 1.) Continue to implement district’s Literacy and Language Framework, which was designed upon a five-year, phase-in process, with 2018-2019 as year 4 and 2019-2020 as year 5. The framework was derived from local needs assessment and grounded upon a balanced literacy approach with research and guidance from the California’s ELA/ELD Framework.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
1.) <i>Amount</i>	229,500.00	<i>Amount</i>	229,500.00	<i>Amount</i>	229,500.00
<i>Source</i>	Title III	<i>Source</i>	Title III	<i>Source</i>	Title III
<i>Budget Reference</i>	5000-5999 Contracted Services; Be GLAD Training	<i>Budget Reference</i>	5000-5999 Contracted Services; Be GLAD Training	<i>Budget Reference</i>	5000-5999 Contracted Services; Be GLAD Training
1.) <i>Amount</i>	200,000.00	<i>Amount</i>	200,000.00	<i>Amount</i>	200,000.00
<i>Source</i>	Mandate Money	<i>Source</i>	Mandate Money	<i>Source</i>	Mandate Money

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

<i>Budget/Reference</i>	5000 -5999 Contracted Services; Literacy Partners	<i>Budget/Reference</i>	5000 -5999 Contracted Services; Literacy Partners	<i>Budget/Reference</i>	5000 -5999 Contracted Services; Literacy Partners
<i>1.) Amount</i>	82,834.00	<i>Amount</i>	82,834.00	<i>Amount</i>	82,834.00
<i>Source</i>	Title II	<i>Source</i>	Title II	<i>Source</i>	Title II
<i>Budget/Reference</i>	5000 -5999 Contracted Services; Literacy Partners	<i>Budget/Reference</i>	5000 -5999 Contracted Services; Literacy Partners	<i>Budget/Reference</i>	5000 -5999 Contracted Services; Literacy Partners

Goal 3 Action 4

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

Students to be served: ☐ All ☐ Students with Disabilities ☐ Other: [write in]

Location(s): ☐ All Schools ☐ Specific Schools: [specify] ☐ Specific Grade spans:

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

Students to be served: ☒ X English Learners ☐ Foster Youth ☒ X Other: Ever ELs

Scope of Services: ☒ X LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

ACTIONS/SERVICES

2017-18	2018-19	2019-20
New / <u>Modified</u> /Unchanged	New / Modified /<u>Unchanged</u>	New / Modified /<u>Unchanged</u>
<p><i>“Literacy and Language Development”</i></p> <p>1.) Continue to support the position of Director of English Learner services and Parent Engagement Programs through supplemental funds. Position enables implementation of district’s Literacy and Language Framework, including articulation of English Learner pathways from elementary through secondary</p>	<p><i>“Literacy and Language Development”</i></p> <p>1.) Continue to support the position of Director of English Learner and Parent Engagement Programs through supplemental funds. Position enables implementation of district’s Literacy and Language Framework, including articulation of English Learner pathways from elementary through secondary schools, active monitoring of</p>	<p><i>“Literacy and Language Development”</i></p> <p>1.) Continue to support the position of Director of English Learner and Parent Engagement Programs through supplemental funds. Position enables implementation of district’s Literacy and Language Framework, including articulation of English Learner pathways from elementary through</p>

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

schools, active monitoring of English Learner programs, appropriate and timely reclassification of English Learners, coordination of professional learning around ELD standards and effective instructional strategies for English Learners (e.g. Project BeGLAD).	English Learner programs, appropriate and timely reclassification of English Learners, coordination of professional learning around ELD standards and effective instructional strategies for English Learners (e.g. Project BeGLAD).	secondary schools, active monitoring of English Learner programs, appropriate and timely reclassification of English Learners, coordination of professional learning around ELD standards and effective instructional strategies for English Learners (e.g. Project BeGLAD).
--	--	--

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
1.) <i>Amount</i>	See Goal 2, Action 6	<i>Amount</i>	See Goal 2, Action 6	<i>Amount</i>	See Goal 2, Action 6
<i>Source</i>	See Goal 2, Action 6	<i>Source</i>	See Goal 2, Action 6	<i>Source</i>	See Goal 2, Action 6
<i>Budget Reference</i>	See Goal 2, Action 6	<i>Budget Reference</i>	See Goal 2, Action 6	<i>Budget Reference</i>	See Goal 2, Action 6

Goal 3 Action 5

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

Students to be served: ☒ All ☐ Students with Disabilities ☐ Other: [write in]

Location(s): ☐ All Schools ☐ Specific Schools: [specify] ☒ Specific Grade spans: Elementary

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

Students to be served: ☐ English Learners ☐ Foster Youth ☐ Other: Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

ACTIONS/SERVICES

2017-18	2018-19	2019-20
---------	---------	---------

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

New / <u>Modified</u> /Unchanged	New / Modified /<u>Unchanged</u>	New / Modified /<u>Unchanged</u>
<i>“Extended and Embedded Learning Supports”</i>	<i>“Extended and Embedded Learning Supports”</i>	<i>“Extended and Embedded Learning Supports”</i>
1.) Continue to provide after-school tutoring and library access at each elementary school.	1.) Continue to provide after-school tutoring and library access at each elementary school.	1.) Continue to provide after-school tutoring and library access at each elementary school.
2.) Continue to support implementation of NGSS standards in elementary schools through experiential, “hands-on” approaches in natural settings, including garden education (partnership with Explore Ecology). Additionally, provide opportunity for 6th grade students to participate in outdoor science camp (partnership with The Outdoor School) as component of year-long curriculum.	2.) Continue to support implementation of NGSS standards in elementary schools through experiential, “hands-on” approaches in natural settings, including garden education (partnership with Explore Ecology). Additionally, provide opportunity for 6th grade students to participate in outdoor science camp (partnership with The Outdoor School) as component of year-long curriculum.	2.) Continue to support implementation of NGSS standards in elementary schools through experiential, “hands-on” approaches in natural settings, including garden education (partnership with Explore Ecology). Additionally, provide opportunity for 6th grade students to participate in outdoor science camp (partnership with The Outdoor School) as component of year-long curriculum.
3.) Continue to support equitable access to a certificated librarian to improve richness and delivery of resources for all students.	3.) Continue to support equitable access to a certificated librarian to improve richness and delivery of resources for all students.	3.) Continue to support equitable access to a certificated librarian to improve richness and delivery of resources for all students.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
<i>1.) Amount</i>	109,200.00	<i>Amount</i>	109,200.00	<i>Amount</i>	109,200.00
<i>Source</i>	LCFF Supplemental	<i>Source</i>	LCFF Supplemental	<i>Source</i>	LCFF Supplemental
<i>Budget Reference</i>	1000-3999 Cert. Personnel; Elem Library Access (Evenings)	<i>Budget Reference</i>	1000-3999 Cert. Personnel; Elem Library Access (Evenings)	<i>Budget Reference</i>	1000-3999 Cert. Personnel; Elem Library Access (Evenings)

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

2.) Amount	17,472.00	Amount		Amount	
Source	LCFF Base	Source		Source	
Budget Reference	1000-3999 Cert. Personnel; Elem Garden Educators	Budget Reference		Budget Reference	
2.) Amount	90,854.00	Amount	90,854.00	Amount	90,854.00
Source	LCFF Supplemental	Source	LCFF Supplemental	Source	LCFF Supplemental
Budget Reference	1000-3999 Cert. Personnel; Elem Garden Educators	Budget Reference	1000-3999 Cert. Personnel; Elem Garden Educators	Budget Reference	1000-3999 Cert. Personnel; Elem Garden Educators
2.) Amount	19,000.00	Amount		Amount	
Source	LCFF Base	Source		Source	
Budget Reference	5000-5999 Services; Science Camp	Budget Reference		Budget Reference	
2.) Amount	171,000.00	Amount	171,000.00	Amount	171,000.00
Source	LCFF Supplemental	Source	LCFF Supplemental	Source	LCFF Supplemental
Budget Reference	5000-5999 Services; Science Camp	Budget Reference	5000-5999 Services; Science Camp	Budget Reference	5000-5999 Services; Science Camp

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

3.) Amount	51,110.50	Amount	51,110.50 (adjust w/COLA)	Amount	51,110.50 (adjust w/COLA)
Source	LCFF Supplemental	Source	LCFF Supplemental	Source	LCFF Supplemental
Budget Reference	1000-3999 Certificated Personnel	Budget Reference	1000-3999 Certificated Personnel	Budget Reference	1000-3999 Certificated Personnel

Goal 3 Action 6

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

Students to be served: ☐ All ☐ Students with Disabilities ☐ Other: [write in]

Location(s): ☐ All Schools ☐ Specific Schools: [specify] ☐ Specific Grade spans: Elementary

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

Students to be served: ☒ English Learners ☒ Foster Youth ☒ Other: Low Income

Scope of Services: ☒ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

2017-18	2018-19	2019-20
New / <u>Modified</u> /Unchanged	New / Modified / <u>Unchanged</u>	New / Modified / <u>Unchanged</u>
<i>“Extended and Embedded Learning Supports”</i>	<i>“Extended and Embedded Learning Supports”</i>	<i>“Extended and Embedded Learning Supports”</i>
1.) Continue to support Program for Effective Access to College (PEAC) expansion in secondary schools from Westside and Eastside community schools to Goleta schools through a continued blended funding model approach. As of 2016-2017, PEAC college readiness and access initiative has been implemented at all SBUSD traditional secondary schools. PEAC utilizes core strategies, including tutoring, mentorship and focused academic counseling to support cohorts of historically, underrepresented students succeed in a rigorous course of study. Continue to support Community of Schools in	1.) Continue to support Program for Effective Access to College (PEAC) expansion in secondary schools from Westside and Eastside community schools to Goleta schools through a continued blended funding model approach. As of 2016-2017, PEAC college readiness and access initiative has been implemented at all SBUSD traditional secondary schools. PEAC utilizes core strategies, including tutoring, mentorship and focused academic counseling to support cohorts of historically, underrepresented students succeed in a rigorous course of study. Continue to support Community of Schools in	1.) Continue to support Program for Effective Access to College (PEAC) expansion in secondary schools from Westside and Eastside community schools to Goleta schools through a continued blended funding model approach. As of 2016-2017, PEAC college readiness and access initiative has been implemented at all SBUSD traditional secondary schools. PEAC utilizes core strategies, including tutoring, mentorship and focused academic counseling to support cohorts of historically, underrepresented students succeed in a rigorous course of

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

<p>development of Regional Family Centers (RFCs) in coordination of community support services, including school-based strategies and activities aligned with health and safety programs, family support, and social services at La Cumbre Junior High School (Westside), Franklin Elementary School (Eastside) and Goleta Valley Junior High School (Goleta).</p> <p>2.) Continue to provide extended support in math through additional math sections in secondary schools. The continued offering of math support classes allows for students to frontload and review content of core math courses, as well as providing additional skill-building opportunities in order to help ensure greater success in college-prep and A-G level math courses.</p> <p>3.) Continue to provide opportunities for students at each high school to engage in learning and credit recovery through participation in online learning platform (Odysseyware).</p> <p>4.) Continue to identify and target elementary English Learner students at Beginning/Early-Intermediate levels, according to CELDT, for an additional 30 minutes of daily English Language Development support after the regular school day.</p>	<p>development of Regional Family Centers (RFCs) in coordination of community support services, including school-based strategies and activities aligned with health and safety programs, family support, and social services at La Cumbre Junior High School (Westside), Franklin Elementary School (Eastside) and Goleta Valley Junior High School (Goleta).</p> <p>2.) Continue to provide extended support in math through additional math sections in secondary schools. The continued offering of math support classes allows for students to frontload and review content of core math courses, as well as providing additional skill-building opportunities in order to help ensure greater success in college-prep and A-G level math courses.</p> <p>3.) Continue to provide opportunities for students at each high school to engage in learning and credit recovery through participation in online learning platform (Odysseyware).</p> <p>4.) Continue to identify and target elementary English Learner students at Beginning/Early-Intermediate levels, according to CELDT, for an additional 30 minutes of daily English Language Development support after the regular school day.</p>	<p>study.</p> <p>Continue to support Community of Schools in development of Regional Family Centers (RFCs) in coordination of community support services, including school-based strategies and activities aligned with health and safety programs, family support, and social services at La Cumbre Junior High School (Westside), Franklin Elementary School (Eastside) and Goleta Valley Junior High School (Goleta).</p> <p>2.) Continue to provide extended support in math through additional math sections in secondary schools. The continued offering of math support classes allows for students to frontload and review content of core math courses, as well as providing additional skill-building opportunities in order to help ensure greater success in college-prep and A-G level math courses.</p> <p>3.) Continue to provide opportunities for students at each high school to engage in learning and credit recovery through participation in online learning platform (Odysseyware).</p> <p>4.) Continue to identify and target elementary English Learner students at Beginning/Early-Intermediate levels, according to CELDT, for an additional 30 minutes of daily English Language Development support after the regular school day.</p>
<p>5.) Continue to support equitable access to a certificated librarian to improve richness and delivery of resources for all students with particular emphasis on expanding access to resources that support the learning needs of</p>	<p>5.) Continue to support equitable access to a certificated librarian to improve richness and delivery of resources for all students with particular emphasis on expanding access to resources that support the learning needs of</p>	<p>5.) Continue to support equitable access to a certificated librarian to improve richness and delivery of resources for all students with particular emphasis on expanding access to resources that support the learning needs of</p>

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

English Learners, low-income and foster youth.	English Learners, low-income and foster youth.	English Learners, low-income and foster youth.
<p>6.) Continue providing supplemental funding to school-site budgets in proportion to their respective enrollment of unduplicated students.</p> <ul style="list-style-type: none"> Elementary sites have focused their efforts to embed or expand learning opportunities for unduplicated students in through the following actions: hire Curriculum Specialists to provide targeted small group intervention support to at risk students in the area of literacy and language development during the instructional day; purchase instructional materials such as library books and leveled classroom libraries that are culturally relevant and age appropriate; provide learning opportunities before or after school to students that need extended time to master grade level expectations and support continuous learning opportunities for teachers in the area of data analysis, and the incorporation of strategies that promote academic language development. Secondary schools have used site based allocations to support student learning in the following ways: provide students extended learning opportunities through after-school tutoring, summer school and credit recovery opportunities; expand students' access to counselors by hiring staff that focuses on supporting EL, SED and PEAC/AVID students; hiring of instructional coaches to support teachers with the implementation of CCSS (ELA/Math) and the integration of technology; purchasing instructional materials that are culturally relevant (ie, 	<p>6.) Continue providing supplemental funding to school-site budgets in proportion to their respective enrollment of unduplicated students.</p> <ul style="list-style-type: none"> Elementary sites may focus their efforts to embed or expand learning opportunities for unduplicated students in through the following actions: hire Curriculum Specialists to provide targeted small group intervention support to at risk students in the area of literacy and language development during the instructional day; purchase instructional materials such as library books and leveled classroom libraries that are culturally relevant and age appropriate; provide learning opportunities before or after school to students that need extended time to master grade level expectations and support continuous learning opportunities for teachers in the area of data analysis, and the incorporation of strategies that promote academic language development. Secondary schools may use site based allocations to support student learning in the following ways: provide students extended learning opportunities through after-school tutoring, summer school and credit recovery opportunities; expand students' access to counselors by hiring staff that focuses on supporting EL, SED and PEAC/AVID students; hiring of instructional coaches to support teachers with the implementation of CCSS (ELA/Math) and the integration of technology; purchasing instructional materials that are culturally relevant (ie, 	<p>6.) Continue providing supplemental funding to school-site budgets in proportion to their respective enrollment of unduplicated students.</p> <ul style="list-style-type: none"> Elementary sites may focus their efforts to embed or expand learning opportunities for unduplicated students in through the following actions: hire Curriculum Specialists to provide targeted small group intervention support to at risk students in the area of literacy and language development during the instructional day; purchase instructional materials such as library books and leveled classroom libraries that are culturally relevant and age appropriate; provide learning opportunities before or after school to students that need extended time to master grade level expectations and support continuous learning opportunities for teachers in the area of data analysis, and the incorporation of strategies that promote academic language development. Secondary schools may use site based allocations to support student learning in the following ways: provide students extended learning opportunities through after-school tutoring, summer school and credit recovery opportunities; expand students' access to counselors by hiring staff that focuses on supporting EL, SED and PEAC/AVID students; hiring of instructional coaches to support teachers with the implementation of CCSS

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

library books) and that provide online personalization learning opportunities (ie. IXL Math); increasing release time for teachers to engage in PLCs to analyze student work, identifying areas of student need, and develop actionable next steps.	library books) and that provide online personalization learning opportunities (ie. IXL Math); increasing release time for teachers to engage in PLCs to analyze	(ELA/Math) and the integration of technology; purchasing instructional materials that are culturally relevant (ie, library books) and that provide online personalization learning opportunities (ie. IXL Math); increasing release time for teachers to engage in PLCs to analyze
---	---	--

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
<i>1.) Amount</i>	See Goal 1, Action 3.1 & 3.2	<i>Amount</i>	See Goal 1, Action 3.1 & 3.2	<i>Amount</i>	See Goal 1, Action 3.1 & 3.2
<i>Source</i>	See Goal 1, Action 3.1 & 3.2	<i>Source</i>	See Goal 1, Action 3.1 & 3.2	<i>Source</i>	See Goal 1, Action 3.1 & 3.2
<i>Budget Reference</i>	See Goal 1, Action 3.1 & 3.2	<i>Budget Reference</i>	See Goal 1, Action 3.1 & 3.2	<i>Budget Reference</i>	See Goal 1, Action 3.1 & 3.2
	See Goal 1, Action 3.1 & 3.2		See Goal 1, Action 3.1 & 3.2		See Goal 1, Action 3.1 & 3.2
<i>1.) Amount</i>	See Goal 1, Action 3.1 & 3.2	<i>Amount</i>	See Goal 1, Action 3.1 & 3.2	<i>Amount</i>	See Goal 1, Action 3.1 & 3.2
<i>Source</i>	See Goal 1, Action 3.1 & 3.2	<i>Source</i>	See Goal 1, Action 3.1 & 3.2	<i>Source</i>	See Goal 1, Action 3.1 & 3.2
<i>Budget Reference</i>	See Goal 1, Action 3.1 & 3.2	<i>Budget Reference</i>	See Goal 1, Action 3.1 & 3.2	<i>Budget Reference</i>	See Goal 1, Action 3.1 & 3.2
<i>2.) Amount</i>	476,500	<i>Amount</i>	476,500	<i>Amount</i>	476,500
<i>Source</i>	LCFF Supplemental	<i>Source</i>	LCFF Supplemental	<i>Source</i>	LCFF Supplemental
<i>Budget Reference</i>	1000-3999 Cert. Personnel; Extended Learning Gr 7-9 Math	<i>Budget Reference</i>	1000-3999 Cert. Personnel; Extended Learning Gr 7-9 Math	<i>Budget Reference</i>	1000-3999 Cert. Personnel; Extended Learning Gr 7-9 Math

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

3.) Amount	156,000.00	Amount	156,000.00	Amount	156,000.00
Source	LCFF Supplemental	Source	LCFF Supplemental	Source	LCFF Supplemental
Budget Reference	5000-5999 Services; HS Credit Recovery	Budget Reference	5000-5999 Services; HS Credit Recovery	Budget Reference	5000-5999 Services; HS Credit Recovery
4.) Amount	141,960.00	Amount	141,960.00	Amount	141,960.00
Source	LCFF Supplemental	Source	LCFF Supplemental	Source	LCFF Supplemental
Budget Reference	1000-3999 Cert. Personnel; ELD Support	Budget Reference	1000-3999 Cert. Personnel; ELD Support	Budget Reference	1000-3999 Cert. Personnel; ELD Support
5.) Amount	51,110.50	Amount	51,110.50 (adjust w/COLA)	Amount	51,110.50 (adjust w/COLA)
Source	LCFF Supplemental	Source	LCFF Supplemental	Source	LCFF Supplemental
Budget Reference	1000-3999 Certificated Personnel	Budget Reference	1000-3999 Certificated Personnel	Budget Reference	1000-3999 Certificated Personnel
6.) Amount	579,205.00	Amount	579,205.00 (adjust w/COLA)	Amount	579,205.00 (adjust w/COLA)
Source	LCFF Supplemental	Source	LCFF Supplemental	Source	LCFF Supplemental
Budget Reference	1000-3999 Certificated Personnel, 2000-3999 Classified Personnel, 4000-4999 Instructional Materials; Site Allocations	Budget Reference	1000-3999 Certificated Personnel, 2000-3999 Classified Personnel, 4000-4999 Instructional Materials; Site Allocations	Budget Reference	1000-3999 Certificated Personnel, 2000-3999 Classified Personnel, 4000-4999 Instructional Materials; Site Allocations

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

6.) Amount	200,000.00	Amount	200,000.00 (adjust w/COLA)	Amount	200,000.00 (adjust w/COLA)
Source	LCFF Supplemental	Source	LCFF Supplemental	Source	LCFF Supplemental
Budget Reference	1000-3999 Certificated Personnel, 2000-3999 Classified Personnel, 4000-4999 Instructional Materials; Site Allocations	Budget Reference	1000-3999 Certificated Personnel, 2000-3999 Classified Personnel, 4000-4999 Instructional Materials; Site Allocations	Budget Reference	1000-3999 Certificated Personnel, 2000-3999 Classified Personnel, 4000-4999 Instructional Materials; Site Allocations

Goal 3 Action 7

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

Students to be served: ☐ All ☒ Students with Disabilities ☐ Other: [write in]

Location(s): ☒ All Schools ☐ Specific Schools: [specify] ☐ Specific Grade spans:

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

Students to be served: ☐ English Learners ☐ Foster Youth ☐ Other: Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

ACTIONS/SERVICES

2017-18	2018-19	2019-20
New / <u>Modified</u> /Unchanged	New / Modified / <u>Unchanged</u>	New / Modified / <u>Unchanged</u>
<p><i>“Improve outcomes for special education students”</i></p> <p>1.) Appropriately implement alternative interim reclassification process for English Learner students with special needs. Implementation will require training and support for case managers, school psychologists, district and school administrators, as well as classroom</p>	<p><i>“Improve outcomes for special education students”</i></p> <p>1.) Continue to implement alternative interim reclassification process for English Learner students with special needs. Implementation will require training and support for case managers, school psychologists, district and school administrators, as well as classroom teachers.</p>	<p><i>“Improve outcomes for special education students”</i></p> <p>1.) Continue to implement alternative interim reclassification process for English Learner students with special needs. Implementation will require training and support for case managers, school psychologists, district and school administrators, as well as classroom</p>

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

<p>teachers.</p> <p>2.) Develop and implement a plan for “multiple approaches” to inclusion of students with special needs in elementary and secondary schools. Plan will focus on establishing a range of supports to students with disabilities in order to ensure structures for sufficient time in mainstream classes and appropriate delivery of services and supports in IEPs.</p> <p>3.) Continue to provide training for all staff on appropriate modifications for pupils with disabilities when taking the state assessment.</p> <p>4.) Special education staff will ensure that all IEPs contain the appropriate modifications for pupils with disabilities.</p> <p>5.) Continue to utilize a supplemental resource that converts written text into audio to support students with learning disabilities.</p>	<p>2.) Implement and evaluate plan for “multiple approaches” to inclusion of students with special needs in elementary and secondary schools. Plan will focus on establishing a range of supports to students with disabilities in order to ensure structures for sufficient time in mainstream classes and appropriate delivery of services and supports in IEPs.</p> <p>3.) Continue to provide training for all staff on appropriate modifications for pupils with disabilities when taking the state assessment.</p> <p>4.) Special education staff will ensure that all IEPs contain the appropriate modifications for pupils with disabilities.</p> <p>5.) Continue to utilize a supplemental resource that converts written text into audio to support students with learning disabilities.</p>	<p>teachers.</p> <p>2.) Implement and evaluate plan for “multiple approaches” to inclusion of students with special needs in elementary and secondary schools. Plan will focus on establishing a range of supports to students with disabilities in order to ensure structures for sufficient time in mainstream classes and appropriate delivery of services and supports in IEPs.</p> <p>3.) Continue to provide training for all staff on appropriate modifications for pupils with disabilities when taking the state assessment.</p> <p>4.) Special education staff will ensure that all IEPs contain the appropriate modifications for pupils with disabilities.</p> <p>5.) Continue to utilize a supplemental resource that converts written text into audio to support students with learning disabilities.</p>
--	--	---

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
<i>5.) Amount</i>	6100.00	<i>Amount</i>	6100.00	<i>Amount</i>	6100.00
<i>Source</i>	LCFF Base	<i>Source</i>	LCFF Base	<i>Source</i>	LCFF Base
<i>Budget Reference</i>	5000-5999 Services; Learning Ally	<i>Budget Reference</i>	5000-5999 Services; Learning Ally	<i>Budget Reference</i>	5000-5999 Services; Learning Ally
<i>5.) Amount</i>	4,100.00	<i>Amount</i>	4,100.00	<i>Amount</i>	4,100.00
<i>Source</i>	LCFF Supplemental	<i>Source</i>	LCFF Supplemental	<i>Source</i>	LCFF Supplemental
<i>Budget Reference</i>	5000-5999 Services; Learning	<i>Budget Reference</i>	5000-5999 Services; Learning	<i>Budget Reference</i>	5000-5999 Services;

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

	Ally		Ally		Learning Ally
--	------	--	------	--	---------------

Goal 3 Action 8

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

Students to be served: ☒ All ☐ Students with Disabilities ☐ Other: [write in]

Location(s): ☐ All Schools ☐ Specific Schools: [specify] ☐ Specific Grade spans: Secondary Schools

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

Students to be served: ☐ English Learners ☐ Foster Youth ☐ Other: Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<u>New</u> / Modified /Unchanged	<u>New</u> / Modified /Unchanged	<u>New</u> / Modified /Unchanged
<i>“Diverse Pathways and Career/Technical Education”</i> 1.) Allocate funding to support and develop career technology education pathways at the secondary schools.	<i>“Diverse Pathways and Career/Technical Education”</i> 1.) Allocate funding to support and develop career technology education pathways at the secondary schools.	<i>“Diverse Pathways and Career/Technical Education”</i> 1.) Allocate funding to support and develop career technology education pathways at the secondary schools.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
1.) Amount	See Goal 1, Action 3.2	Amount	See Goal 1, Action 3.2	Amount	See Goal 1, Action 3.2
Source	See Goal 1, Action 3.2	Source	See Goal 1, Action 3.2	Source	See Goal 1, Action 3.2
Budget Reference	See Goal 1, Action 3.2	Budget Reference	See Goal 1, Action 3.2	Budget Reference	See Goal 1, Action 3.2

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

Goal 3 Action 9

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

Students to be served: ☐ All ☐ Students with Disabilities ☐ Other: [write in]

Location(s): ☐ All Schools ☐ Specific Schools: [specify] ☐ Specific Grade spans:

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

Students to be served: ☐ English Learners ☐ Foster Youth ☒ Other: Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

ACTIONS/SERVICES

2017-18	2018-19	2019-20
New / Modified /Unchanged	New / Modified /Unchanged	New / Modified /Unchanged
<p><i>“Diverse Pathways and Career/Technical Education”</i></p> <p>1.) Continue to support the release of two elementary teachers (Adams Elementary and Franklin Elementary) for a year to implement design thinking modeled and developed at Dos Pueblos Engineering Academy (DPEA). Focus will be on implementation of interdisciplinary curriculum planning and design for students TK-6.</p>	<p><i>“Diverse Pathways and Career/Technical Education”</i></p> <p>1.) Continue to support the release of two elementary teachers (Adams Elementary and Franklin Elementary) for a year to implement design thinking modeled and developed at Dos Pueblos Engineering Academy (DPEA). Focus will be on implementation of interdisciplinary curriculum planning and design for students TK-6.</p>	<p><i>“Diverse Pathways and Career/Technical Education”</i></p> <p>1.) Continue to support the release of two elementary teachers (Adams Elementary and Franklin Elementary) for a year to implement design thinking modeled and developed at Dos Pueblos Engineering Academy (DPEA). Focus will be on implementation of interdisciplinary curriculum planning and design for students TK-6.</p>

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
1.) Amount	188,496.00	Amount	188,496.00	Amount	188,496.00
Source	LCFF Supplemental	Source	LCFF Supplemental	Source	LCFF Supplemental

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

<i>Budget Reference</i>	1000-3999 Cert. Personnel; Elementary Fellows	<i>Budget Reference</i>	1000-3999 Cert. Personnel; Elementary Fellows	<i>Budget Reference</i>	1000-3999 Cert. Personnel; Elementary Fellows
-------------------------	---	-------------------------	---	-------------------------	---

Goal 4: Create and maintain 21st century learning environments

☐ New ☒ Modified ☐ Unchanged

Priorities addressed by this goal: ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

Identified Need:

SBUSD continues to pass overall facility ratings and maintain 100% compliance on Williams Act Facilities requirements.

EXPECTED ANNUAL MEASUREABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Overall Facility Rating Williams Act Facilities Compliance	Passed 100% Compliant	Pass 100% Compliance	Pass 100% Compliance	Pass 100% Compliance

PLANNED ACTIONS/SERVICES

Goal 4 Action 1

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

Students to be served: ☒ All ☐ Students with Disabilities ☐ Other: [write in]

Location(s): ☒ All Schools ☐ Specific Schools: [specify] ☐ Specific Grade spans: 4,5,7,8,10,11

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

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

Students to be served: ☐ English Learners ☐ Foster Youth ☐ Other: Low Income
Scope of Services: ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

ACTIONS/SERVICES

2017-18	2018-19	2019-20
New / Modified /Unchanged	New / Modified /Unchanged	New / Modified /Unchanged
<p><i>“Create and maintain 21st Century Learning Environments.”</i></p> <ol style="list-style-type: none"> 1.) Expand iPad deployment based on analysis of device deployment at 1:1 pilot schools (Adams Elementary, Franklin Elementary, Washington Elementary, La Cuesta High School) to grades 4, 5, 7, 8, 10 and 11, districtwide. Expansion is intended to provide students with access to extended learning opportunities beyond the school day. 2.) Identify pilot classrooms/school sites to deploy student personalized learning opportunities. Personalization will include professional learning and collaboration with other districts and charter management organizations (CMOs) and will lead to development of a personalized learning platform for use across core content areas. 3.) Continue support for classroom teachers’ creation of technology-rich learning environment by employing technology coaches. Develop plan for assessing the effectiveness of technology integration. 4.) Continue to provide timely tech support with the use of computer support specialists TK-12. 5.) To support deployment of additional 1:1 devices districtwide, continue to expand WiFi access points and bandwidth at all sites in 	<p><i>“Create and maintain 21st Century Learning Environments.”</i></p> <ol style="list-style-type: none"> 1.) Expand iPad deployment to grades 4, 7 and 10, districtwide. Expansion is intended to provide students with access to extended learning opportunities beyond the school day. 2.) Deploy student personalized learning at identified sites and identify additional classrooms/sites to deploy personalized learning in SY 2019-2020. Personalization will include professional learning and collaboration with other districts and charter management organizations (CMOs) and will promote the continued development of a personalized learning platform for use across core content areas. 3.) Continue support for classroom teachers’ creation of technology-rich learning environment by employing technology coaches. Implement plan for assessing the effectiveness of technology integration. 4.) Continue to provide timely tech support with the use of computer support specialists TK-12. 5.) To optimize students’ utilization of 1:1 devices and ensure equitable access to WiFi for all students, develop/implement a plan to expand access to WiFi in the community. 	<p><i>“Create and maintain 21st Century Learning Environments.”</i></p> <ol style="list-style-type: none"> 1.) Maintain 1:1 device ratio for all students grades 4-12 and formalize funding to sustain the replacement of ⅓ of student devices annually. 2.) Deploy student personalized learning at identified sites and identify additional classrooms/sites to deploy personalized learning in subsequent years. Personalization will include professional learning and collaboration with other districts and charter management organizations (CMOs) and will promote the continued development of a personalized learning platform for use across core content areas. 3.) Continue support for classroom teachers’ creation of technology-rich learning environment by employing technology coaches. Respond to results of technology integration assessment and make adjustments to supports as needed. 4.) Continue to provide timely tech support with the use of computer support specialists TK-12. 5.) To optimize students’ utilization of 1:1 devices and ensure equitable access to WiFi for all students, implement plan to expand access to WiFi in the community.

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

order to ensure that district network is robust and capable of handling increased traffic. To optimize students' utilization of 1:1 devices and ensure equitable access to WiFi for all students, develop/implement a plan to expand access to WiFi in the community.		
---	--	--

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
<i>3.) Amount</i>	\$ 277,851	<i>Amount</i>	\$ 277,851 (adjust w/COLA)	<i>Amount</i>	\$ 277,851 (adjust w/COLA)
<i>Source</i>	LCFF Supplemental Funding	<i>Source</i>	LCFF Supplemental Funding	<i>Source</i>	LCFF Supplemental Funding
<i>Budget Reference</i>	1000-3999 Cert. Personnel; Tech Coaches	<i>Budget Reference</i>	1000-3999 Cert. Personnel; Tech Coaches	<i>Budget Reference</i>	1000-3999 Cert. Personnel; Tech Coaches
<i>3.)Amount</i>	\$100,753	<i>Amount</i>	\$100,753 (adjust w/COLA)	<i>Amount</i>	\$100,753 (adjust w/COLA)
<i>Source</i>	Title II	<i>Source</i>	Title II	<i>Source</i>	Title II
<i>Budget Reference</i>	1000-3999 Cert. Personnel; Tech Coaches	<i>Budget Reference</i>	1000-3999 Cert. Personnel; Tech Coaches	<i>Budget Reference</i>	1000-3999 Cert. Personnel; Tech Coaches
<i>3.)Amount</i>	\$155, 266	<i>Amount</i>	\$155, 266 (adjust w/COLA)	<i>Amount</i>	\$155, 266 (adjust w/COLA)
<i>Source</i>	LCFF Base	<i>Source</i>	LCFF Base	<i>Source</i>	LCFF Base
<i>Budget Reference</i>	1000-3999 Cert.	<i>Budget Reference</i>	1000-3999 Cert. Personnel;	<i>Budget</i>	1000-3999 Cert. Personnel;

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

	Personnel; Tech Coaches		Tech Coaches	<i>Reference</i>	Tech Coaches
--	-------------------------	--	--------------	------------------	--------------

Goal 5: Enhance early childhood education opportunities

☐ New ☐ Modified ☒ Unchanged

Priorities addressed by this goal: ☐1 ☐2 ☐3 ☒4 ☐5 ☐6 ☐7 ☐8

Identified Need:

The percentage of students entering SBUSD kindergarten that are deemed “Ready-to-Go” has dipped slightly since the implementation of the Kindergarten Student Entrance Profile (KSEP) assessment district wide in 2014-15 from roughly half to 35% in 2016-17, and gaps between student subgroups are not closing as quickly as projected. This may be an effect of increased fidelity in assessment implementation. One challenge in tracking progress over time against this metric is that SBUSD only directly impacts about one half of each entering class through our own preschool program. SBUSD continues to develop the efficacy of partnerships with external preschools through the Kindergarten Readiness Network which is led by the SBUSD Preschool Coordinator. The SBUSD Early Childhood Strategic Plan was developed in 2016 and is in early stages of implementation. Attention to professional learning as outlined in the plan will continue to be important.

EXPECTED ANNUAL MEASUREABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Kindergarten Entrance Profile (KSEP) - % of Students “Ready to Go”	2016-17 All Students: 35% Asian: * Black/African Am: * Hispanic/Latino: 26% White: 59% SED: 24% Spec Ed: * EL: 23%	2017-18 All Students: 38% Asian: * Black/African Am: * Hispanic/Latino: 31% White: 60% SED: 29% Spec Ed: * EL: 28%	2018-19 All Students: 41% Asian: * Black/African Am: * Hispanic/Latino: 36% White: 61% SED: 34% Spec Ed: * EL: 33%	2019-20 All Students: 44% Asian: * Black/African Am: * Hispanic/Latino: 41% White: 62% SED: 39% Spec Ed: * EL: 38%

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

	Homeless/Foster Youth: *	Homeless/Foster Youth: *	Homeless/Foster Youth: *	Homeless/Foster Youth: *
--	--------------------------	--------------------------	--------------------------	--------------------------

PLANNED ACTIONS/SERVICES

Goal 5 Action 1

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

Students to be served: ☒ All ☒ Students with Disabilities ☒ Other: Low Income, English Learners

Location(s): ☐ All Schools ☐ Specific Schools: ☒ Specific Grade spans: Preschool

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

Students to be served: ☐ English Learners ☐ Foster Youth ☐ Other: Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

ACTIONS/SERVICES

2017-18	2018-19	2019-20
New / Modified / <u>Unchanged</u>	New / Modified / <u>Unchanged</u>	New / Modified / <u>Unchanged</u>
<i>“Support Kindergarten Readiness for All Students”</i> 1.) Pre-School Coordinator provides direct oversight for pre-school providers, including teachers and instructional aides. Begin to explore making staff salaries equitable in alignment with TK-12 salary schedule. Position also manages state funds and licensure.	<i>“Support Kindergarten Readiness for All Students”</i> 1.) Pre-School Coordinator provides direct oversight for pre-school providers, including teachers and instructional aides. Determine whether salary equity with TK-12 schedule is feasible. Position also manages state funds and licensure.	<i>“Support Kindergarten Readiness for All Students”</i> 1.) Pre-School Coordinator provides direct oversight for pre-school providers, including teachers and instructional aides. Position also manages state funds and licensure.
2.) Enhance instructional practices by creating cumulative data portfolios for students, providing professional learning focused on early literacy and language acquisition/development, and expanding professional learning on social and	2.) Actions for 2018-2019 will include continued professional learning focus on early literacy and language acquisition/development, while building upon professional learning on social and emotional support for students and	2.) Actions for 2019-2020 will include expanding professional learning focus to math and science, while building upon professional learning on early literacy and language acquisition/development, as well as

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

emotional support for students.	reflective practice that occurred in 2017-2018.	social/emotional support and reflective practice.
3.) Sustain and continue to cultivate district partnerships with community-based organizations and early childhood education providers through the Kindergarten Readiness Network with a focus on preparing all students for kindergarten as measured by KSEP.	3.) Sustain and continue to cultivate district partnerships with community-based organizations and early childhood education providers through the Kindergarten Readiness Network with a focus on preparing all students for kindergarten as measured by KSEP through common research-based instructional practices.	3.) Sustain and continue to cultivate district partnerships with community-based organizations and early childhood education providers through the Kindergarten Readiness Network with a focus on preparing all students for kindergarten as measured by KSEP through research-based instructional practices and family engagement strategies.
4.) Refine initial implementation of preschool special education inclusion and maintain accreditation at all sites (exception of Peabody) through the National Association for the Education of Young Children (NAEYC). Maintain licensing of infant center housed at Santa Barbara High School.	4.) Align professional learning opportunities to TK-12 system, formalize parent education and family engagement opportunities including dedicating personnel, and increase preschool access to preschools housed at SBUSD Title I schools for all eligible students. Maintain preschool special education inclusion, accreditation and licensing.	4.) Align professional learning opportunities to TK-12 system, formalize parent education and family engagement opportunities including dedicating personnel, and increase preschool access to preschools housed at SBUSD Title I schools for all eligible students. Research alignment of salary equity to TK-12 system. Maintain preschool special education inclusion, accreditation and licensing.

[Removal of Action 4, 6, 7]

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
<i>1.) Amount</i>	\$73,684.00	<i>Amount</i>	\$73,684.00 (adjust w/COLA)	<i>Amount</i>	\$73,684.00 (adjust w/COLA)
<i>Source</i>	LCFF Base Funding	<i>Source</i>	LCFF Base Funding	<i>Source</i>	LCFF Base Funding
<i>Budget Reference</i>	1000-3999 Preschool Coordinator	<i>Budget Reference</i>	1000-3999 Preschool Coordinator	<i>Budget Reference</i>	1000-3999 Preschool Coordinator

Goal 5 Action 2

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

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

Students to be served: ☐ All ☐ Students with Disabilities ☐ Other: [write in]

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

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

Students to be served: ☒ English Learners ☐ Foster Youth ☒ Other: Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide OR ☒ Limited to Unduplicated Student Group(s)

ACTIONS/SERVICES

2017-18	2018-19	2019-20
New / Modified / <u>Unchanged</u>	New / Modified / <u>Unchanged</u>	New / Modified / <u>Unchanged</u>
<p><i>“Support Kindergarten Readiness for All Students”</i></p> <p>1.) Pre-School Coordinator provides direct oversight for pre-school providers, including teachers and instructional aides. Preschool enrollment is restricted to limited income families. Additional Coordinator time is needed to support the learning needs of English Learners, low-income and foster youth as follows:</p> <ul style="list-style-type: none"> • To support the language development of English Learners • Conduct feasibility analyses of funding and facilities to increase access to preschool at neighborhood schools for English Learners, low-income and foster youth 	<p><i>“Support Kindergarten Readiness for All Students”</i></p> <p>1.) Pre-School Coordinator provides direct oversight for pre-school providers, including teachers and instructional aides. Preschool enrollment is restricted to limited income families. Additional Coordinator time needed to support the learning needs of English Learners, low-income and foster youth as follows:</p> <ul style="list-style-type: none"> • To support the language development of English Learners • Review and/or conduct feasibility analyses of funding and facilities to increase access to preschool at neighborhood schools for English Learners, low-income and foster youth 	<p><i>“Support Kindergarten Readiness for All Students”</i></p> <p>1.) Pre-School Coordinator provides direct oversight for pre-school providers, including teachers and instructional aides. Preschool enrollment is restricted to limited income families. Additional Coordinator time needed to support the learning needs of English Learners, low-income and foster youth as follows:</p> <ul style="list-style-type: none"> • To support the language development of English Learners • Review and/or conduct feasibility analyses of funding and facilities to increase access to preschool at neighborhood schools for English Learners, low-income and foster youth
<p>2.) Launch the school readiness mobile lab program to promote literacy and parent engagement and outreach that is appropriate to the developmental stages of children ages 0-5, and especially for English Learners, low-income,</p>	<p>2.) Review outcomes from 2017-2018 in order to continue and improve the school readiness mobile lab program to promote literacy, parent engagement and outreach that is appropriate to the developmental stages of children ages 0-5,</p>	<p>2.) Review outcomes from 2018-2019 in order to maintain and improve the school readiness mobile lab program to promote literacy, parent engagement and outreach, appropriate to the developmental stages of this age group and</p>

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

and foster youth in alignment with District's framework for family engagement. Parent outreach and education to address the importance of preschool.	and especially for English Learners, low-income, and foster youth in alignment with District's framework for family engagement. Parent outreach and education to address the importance of preschool.	and especially for English Learners, low-income, and foster youth in alignment with District's framework for family engagement. Explore opportunities to modify programming in response to feedback from parents.
3.) Cal-safe staff with the direction of our pre-school coordinator continue to providing language rich learning opportunities to pre-school age children of high school students that are working toward completing the necessary graduation requirements while managing their role as young parents. Resources have been allocated to support the purchasing of instructional materials that are culturally relevant and of high interest to our youngest learners.	3.) Cal-safe staff with the direction of our pre-school coordinator will continue to provide language rich learning opportunities to pre-school age children of high school students that are working toward completing the necessary graduation requirements while managing their role as young parents. Resources have been allocated to support the purchasing of instructional materials that are culturally relevant and of high interest to our youngest learners.	3.) Cal-safe staff with the direction of our pre-school coordinator will continue to provide language rich learning opportunities to pre-school age children of high school students that are working toward completing the necessary graduation requirements while managing their role as young parents. Resources have been allocated to support the purchasing of instructional materials that are culturally relevant and of high interest to our youngest learners.
4.) Continue providing supplemental funding to school-site budgets in proportion to their respective enrollment of unduplicated students. <ul style="list-style-type: none"> Elementary sites have focused their efforts to further support the learning opportunities for students in TK-3 in through the following actions: hire Curriculum Specialists to provide targeted small group intervention support to at risk students in the early grades during the instructional day; purchase culturally relevant instructional materials, such as high interest leveled libraries, and provide learning opportunities before or after school to students that need extended time to master grade level expectations and support continuous learning opportunities for teachers in the area of data analysis, and the incorporation of strategies address the specific learning 	4.) Continue providing supplemental funding to school-site budgets in proportion to their respective enrollment of unduplicated students. <ul style="list-style-type: none"> Elementary sites may focus their efforts to further support the learning opportunities for students in TK-3 in through the following actions: hire Curriculum Specialists to provide targeted small group intervention support to at risk students in the early grades during the instructional day; purchase culturally relevant instructional materials, such as high interest leveled libraries, and provide learning opportunities before or after school to students that need extended time to master grade level expectations and support continuous learning opportunities for teachers in the area of data analysis, and the incorporation of strategies address the specific learning 	4.)Continue providing supplemental funding to school-site budgets in proportion to their respective enrollment of unduplicated students. <ul style="list-style-type: none"> Elementary sites may focus their efforts to further support the learning opportunities for students in TK-3 in through the following actions: hire Curriculum Specialists to provide targeted small group intervention support to at risk students in the early grades during the instructional day; purchase culturally relevant instructional materials, such as high interest leveled libraries, and provide learning opportunities before or after school to students that need extended time to master grade level expectations and support continuous learning opportunities for teachers in the area of data analysis, and the incorporation of strategies address the specific learning

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

needs of our unduplicated students.	needs of our unduplicated students.	needs of our unduplicated students.
-------------------------------------	-------------------------------------	-------------------------------------

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
<i>1.) Amount</i>	\$73,684.00	<i>Amount</i>	\$73,684.00 (adjust w/COLA)	<i>Amount</i>	\$73,684.00 (adjust w/COLA)
<i>Source</i>	LCFF Supplemental Funding	<i>Source</i>	LCFF Supplemental Funding	<i>Source</i>	LCFF Supplemental Funding
<i>Budget Reference</i>	1000-3999 Preschool Coordinator	<i>Budget Reference</i>	1000-3999 Preschool Coordinator	<i>Budget Reference</i>	1000-3999 Preschool Coordinator
<i>3.) Amount</i>	69,877.00	<i>Amount</i>	69,877.00	<i>Amount</i>	69,877.00
<i>Source</i>	LCFF Supplemental Funding	<i>Source</i>	LCFF Supplemental Funding	<i>Source</i>	LCFF Supplemental Funding
<i>Budget Reference</i>	5000-5999 Cal Safe Staff;	<i>Budget Reference</i>	5000-5999 Cal Safe Staff;	<i>Budget Reference</i>	5000-5999 Cal Safe Staff;
<i>4.) Amount</i>	121,516.00	<i>Amount</i>	121,516.00	<i>Amount</i>	121,516.00
<i>Source</i>	LCFF Supplemental Funding	<i>Source</i>	LCFF Supplemental Funding	<i>Source</i>	LCFF Supplemental Funding
<i>Budget Reference</i>	1000-3999 Certificated Personnel, 2000-3999 Classified Personnel, Extra Hourly	<i>Budget Reference</i>	1000-3999 Certificated Personnel, 2000-3999 Classified Personnel, Extra Hourly	<i>Budget Reference</i>	1000-3999 Certificated Personnel, 2000-3999 Classified Personnel, Extra Hourly

**Local Control Accountability Plan (LCAP)
2017-2020
Goals Actions Services**

<i>4.) Amount</i>	51,516.00	<i>Amount</i>	51,516.00	<i>Amount</i>	51,516.00
<i>Source</i>	LCFF Supplemental Funding	<i>Source</i>	LCFF Supplemental Funding	<i>Source</i>	LCFF Supplemental Funding
<i>Budget Reference</i>	4000-4999 Instructional Materials; Site Based Allocations	<i>Budget Reference</i>	4000-4999 Instructional Materials; Site Based Allocations	<i>Budget Reference</i>	4000-4999 Instructional Materials; Site Based Allocations