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

Budget Overview for the 2019-20 LCAP Year

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

The total revenue projected for San Carlos School District is $35,488,220, of which $25,676,264 is Local Control Funding Formula (LCFF), $2,516,599 is other state funds, $6,620,398 is local funds, and $674,959 is federal funds. Of the $25,676,264 in LCFF Funds, $593,785 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
LCFF Budget Overview for Parents

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

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

San Carlos School District plans to spend $38,828,752 for the 2019-20 school year. Of that amount, $31,883,114 is tied to actions/services in the LCAP and $6,945,638 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Non-educational, non-personnel operating expenditures such as utility costs, insurance, supplies, product leases, facility and fleet maintenance, etc., are not included in the LCAP.

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

In 2019-20, San Carlos School District is projecting it will receive $593,785 based on the enrollment of foster youth, English learner, and low-income students. San Carlos School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, San Carlos School District plans to spend $616,868 on actions to meet this requirement.
**LCFF Budget Overview for Parents**

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

![Chart showing current year expenditures](chart.png)

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

In 2018-19, San Carlos School District’s LCAP budgeted $678,432 for planned actions to increase or improve services for high needs students. San Carlos School District estimates that it will actually spend $699,924 for actions to increase or improve services for high needs students in 2018-19.
Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.
Appendix A: Priorities 5 and 6 Rate Calculations
Appendix B: Guiding Questions: Use as prompts (not limits)

2017-20 Plan Summary
The Story
Describe the students and community and how the LEA serves them.

INTRODUCTION:

San Carlos School District (SCSD) is a high-achieving school district in San Mateo County on the San Francisco Peninsula. The District currently serves approximately 3,060 students in grades TK-8, which is a decline of approximately 150 students over the past two school years. The demographics of SCSD's student population are as follows: 1% Black/African American; 13% Asian; 1% Filipino; 15% Hispanic/Latino; 58% White; and 12% Two or More Races. Approximately 7.8% of SCSD's students are English Learners. 6.1% are Socioeconomically Disadvantaged, and 8.3% are in Special Education Programs.

SCSD has a unique structure in that six of its eight schools are charter schools. Five of the eight schools are dependent charters (Arundel, Brittan Acres, Heather, Tierra Linda and White Oaks), two are regular public schools (Central Middle School and Arroyo Upper Elementary, which opened in August 2016) and one is an independent charter (San Carlos Charter Learning Center). The District has reconfigured the grade spans served at its schools, moving from a K-4th grade elementary/5th-8th grade middle school structure to a Preschool-3rd Grade Lower Elementary/4th-5th Grade Upper Elementary/6th-8th Middle School Structure to align with the SCSD Strategic Plan and Facilities Master Plan. The District's newest 4-5th grade school, Mariposa Upper Elementary School, is scheduled to open as a regular public school for the 2019-20 school year. The second phase of the Facilities Master Plan recommends the the modernization of the four, K-3 schools.

Charter Learning Center, as an independent charter and LEA, is not included in the student or demographics counts, crafts its own LCAP aligned to its vision and goals, and will continue to submit a separate LCAP to the County annually.
While SCSD's structure is unique, the District conducts business as a typical, non-charter, school district. All schools in the same grade span are using the same curriculum, meet regularly together and with District Administration, and are overseen by a single Board of Trustees. The San Carlos School District (SCSD) Board of Trustees adopted a revised five-year Strategic Plan in October, 2015. SCSD's Strategic Plan is highlighted briefly below to provide context for the reader. While this revised plan is intended to serve as a guide for the District through 2020, it is also intended to be an evolving, living document that is reviewed and updated annually, as warranted. The Strategic Plan, along with ongoing engagement/collaboration with stakeholders, is the foundation of the District's LCAP development. As a result, the SCSD LCAP is aligned to the District's Strategic Plan and serves as each school's site plan, developed in combination with both district-wide and site-based stakeholder feedback.

Current state base funding covers 70% of SCSD's annual budget. This total amount covers 88% of staffing costs with no financial resources available for other instructional and operating costs based upon on second Interim Budget Report 2018-2019. The remainder of the District's operating budget is funded by a combination of monies from San Carlos Education Foundation (roughly $2.2 million annually), Parcel Tax ($2.2 million annually), and other grants (eg: Sequoia Health Care $638,078 in 2018-2019). Estimated supplementation and concentration grant funding for 2019-2020 will be $593,785, which is 2.37% to base funding.

Further Information:

San Carlos School District Strategic Plan:

VISION FOR OUR CHILDREN:

The San Carlos School District shall provide an innovative and engaging learning experience that fosters the development of the Whole Child to ensure all students are well prepared for success in the 21st Century, as evidenced by:

- Reaching their highest academic, social, emotional, intellectual, and physical potential; and
- Becoming problem solvers, critical thinkers, risk-takers, designers, collaborators, and innovators; and
- Developing into contributing, empathic citizens and leaders who are responsible stewards of their world and care about equity and justice, both locally and worldwide.

In order to expand and fulfill the Vision above, the District will continue to focus on the following high leverage goals:

I. Align Curriculum and Instruction to a 21st Century Model of Learning

II. Align Human Capital to Support Staff as 21st Century Educators

III. Build Learning Environments for all SCSD Schools that will Reflect, Support, and Sustain 21st Century Learners

A major component Strategic Plan Goal I, "Align Curriculum and Instruction to a 21st Century Model of Learning," is work toward District-wide development of deeper quality learning including assessment and integration of the 5 C’s of 21st Century Learning (Critical Thinking, Collaboration, Communication, Creativity and Citizenship/Stewardship) and Ownership of Learning. This has included an emphasis on professional development around the CCSS as well as tech-infused project-based learning, social emotional learning, the arts, health, wellness and sustainability. SCSD
began a three-year professional development series of Cohorts on Tech-Infused Project Based Learning beginning in 2013-2014. 100% of core teachers and administrators have been trained to date, with new hires trained as they join the District. This has been accomplished primarily though a collaborative partnership with the San Mateo County Office of Education.

Strategic Plan Goal 2, "Align Human Capital to Support Staff as 21st Century Educators," emphasizes collaborative and co-teaching models, as well as positive behavior systems. This work continues to be refined each school year. In addition, SCSD's administrative and educator teams are working together to expand the professional growth opportunities for all educators in the system. A new, multiple measure professional growth/evaluation system was implemented during the 2016-2017 school year, which was revised for the 2017-18 school year based upon implementation successes, challenges and feedback. The District website was rebuilt in 2018 so that it would continue as primary source of communication to parents and community, SCSD also continues to offer high-interest Parent Information and Engagement (PIE) events to support learning/education for parents around a wide variety of topics related to the Strategic Plan.

Strategic Plan Goal 3, "Build Learning Environments for all SCSD Schools that will Reflect, Support, and Sustain 21st Century Learners", the District Facility Master Plan (FMP) and Technology Plan remain pillars for future planning and pilots. This is inclusive of infrastructure and technology equipment but also the District's adopted technology scope and sequence. This goal also includes re-conceptualization of learning environments that are conducive to personalized learning opportunities happening in a variety of settings and at a variety of times (at school, after school and through blended learning opportunities).

**LCAP Highlights**

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

**STATE PRIORITIES**

Below is a summary of key highlights of this LCAP in alignment with the 8 State Priorities.

**Priority 1: Basic**
A. Credentialing data reveals that slightly less than 100% of SCSD teachers were properly assigned and fully credentialed in the subject areas they are teaching students, as of CBEDS. While not identified as a high area of need for this LCAP, SCSD continues to highly value the quality its educators and intends to reach 100% through staffing assignments and professional development opportunities as outlined in LCAP Goal #2.
B. School facilities are maintained in good repair and per review of January/February 2019 FIT reports all facilities are in "good" to "exemplary" repair status. However, the LCAP addresses instructional support, pedagogy, infrastructure and facilities as an identified need to support student learning. The District has also identified upgrades and equipment/furniture needs necessary to successfully launch Mariposa Upper Elementary School, as well as facility maintenance/improvement across all campuses in Goal Number 1.

**Priority 2: Implementation of State Standards**
A. Goal #2 continues to address implementation of the academic content and performance standards (including CCSS and NGSS) through assessment/progress monitoring, traditional and blended curricular resources as well through technology-infused project-based learning. Goal #3 also addresses the focus on supporting Pre-3, 4-5 and 6-8 structures including personalized learning.
B. Goals #2, 3 and 4 target programs and services that enable English learners to access the CCSS and integrated ELA/ELD standards for purposes of gaining academic content knowledge and English Proficiency.

Priority 3: Parental Involvement
Parent engagement is addressed in the actions/services for Goals 2, 3, and 4. SCSD not only seeks parental/guardian/community feedback as part of the LCAP but also as partners in educating all students under the SCSD Strategic Plan’s philosophy of “educators broadly defined” (as outlined in the Strategic Plan).
A. Given the unique structure of SCSD, with multiple charter schools, staff seeks input at the site level (PTA, Site Council, staff meetings, leadership teams, ELAC etc.) as well as from parent partners at both a district level (e.g. DELAC, Foster Youth Liaison, SCTA/CSEA, SEDAC, etc.). This process is embedded in the day-to-day culture of the District and naturally extends into the LCAP process.
B. Currently, SCSD has a total of 2 foster youth/kinship placements (with a cumulative total of 2 over the course of the year) and 10 homeless students (with a cumulative total of 11 over the course of the year). While this not a statistically significant number relative to enrollment totals, District and school staff understands that special care is needed in working with these families. The low number of students enables staff to work closely with these families in coordination with the Foster Youth and Homeless Liaison to identify District and community supports for these families as identified in Goal #4.

Priority 4: Pupil Achievement
Statewide and local assessment data and analysis is included in LCAP Goal #2 to assess student progress on CCSS. More specifically, English Learners are heavily targeted across all goal areas, but especially in Goal #2. The needs of Special Education students are addressed in each goal area.

Priority 5: Pupil Engagement
A. The District attendance rate as of the date of writing this LCAP is 96.7%. This number is a match to the rate from 2018, and is generally considered a strength. However, SCSD continues to value strong school attendance and supports efforts that improve attendance and establish strong school attendance patterns at an early age. While not a formal action, attendance is included as a measure to monitor in Goal #4.
B. There is still an identified need to continue to address this priority for a small, select group of students/families through our SARB/SART process. Therefore, it is also included in Goal #4.
C. The middle school dropout rate is 0%. Therefore, this is not an area of need and will not be targeted specifically in this LCAP.

Priority 6: School Climate
A. The district wide student suspension rate continues to be relatively low; however, SCSD remains committed to increasing positive behavioral supports and reducing suspensions, particularly for Students with Disabilities. Therefore, key actions to improve behavioral supports and systems are included in Goal #4.
B. There were no student expulsions during the 2017-18 school year. Therefore, this is not an area of need and will not be targeted specifically in this LCAP.
C. Student, parent and staff safety and school connectedness is an area of importance to the District, including sense of belonging and equity access, which is addressed as part of Goal #4, district-wide.

Priority 7: Course Access
A. All students are offered physical education in compliance with governing law. In addition, nutrition and health education curriculum is embedded for all grades. SCSD's wellness program is considered a strength district-wide and remains a key element of the District's support of the "whole child" (not just in vision but allocation of resources as well) and is highlighted in Goal #3.

B. Supports and services for unduplicated students and special education students are addressed in each goal area.

Priority 8: Other Pupil Outcomes
As outlined in the SCSD Strategic Plan, the District has embraced development of the whole child including the 5C's (Critical Thinking, Creativity, Collaboration, Communication and Citizenship/Stewardship) and the use of project-based learning to foster student agency and critical thinking. Progress monitoring of these areas is addressed throughout the goals section.

Overall, this LCAP reflects the engagement of all stakeholders, addresses the key priorities, outlines District plans and fiscal allocations in accordance with required elements established by the State. However, more importantly, this LCAP accurately reflects district-wide goals that are in alignment with the SCSD Strategic Plan and vision for all students.

Review of Performance
Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress
Please note that the published State Dashboard for "San Carlos Elementary" does not reflect data for all schools in the District. This dashboard only represents data for Central Middle School and Arroyo Upper Elementary, which is misleading to the average reader. The data for the other five schools in the district is reported separately, due to each school's dependent charter status. Individual dashboard data may be referenced in this section and the following two sections, and readers of this plan and all community stakeholders are encouraged to visit https://www.caschooldashboard.org/, enter "San Carlos" and then click on individual schools to review results.

Reviewing data from all schools, the following highlights were noted:
- Significant increases District-wide for "ALL Students" on CAASPP in ELA (79.06% Met or Above; Increased 2.05%; Target (80%)- Nearly Met) and Math (76.82% Met or Above; Increased 3.35%; Target (77%- Met)
- Significant increases District-wide for Socioeconomically Disadvantaged Students on CAASPP in ELA (48% Met or Above; Increased 7%; Target (44%) Met), and Math (42% Met or Above; Increased 6%; Target (39%) Met)

Significant increases District-wide for Students with Disabilities on CAASPP in ELA (26% Met or Above; Increased 5%; Target (24%) Met) and Math (27% Met or Above; Increased 5%; Target (25%) Met)
- Dashboard is Blue or Green for ELA and Math Achievement for "ALL Students" at all schools
Dashboard for each school is Blue or Green for ELA and Math Achievement for all statistically significant subgroups with the exception of Students with Disabilities
Dashboard does not include an overall rating for English Learner Progress for 2018, due to the the switch to ELPAC. However, as of CBEDS, 76/282 EL's were reclassified. This is another area of significant progress as witnessed by the RFEP rate over the past three years (4.12% at CBEDS 2016, 19.43% at CBEDS 2017, and 27% at CBEDS 2018). This is attributable to the spotlight the district has placed on English Learners, the RFEP process, and progress monitoring.

In addition to the above data, all resources, data and feedback were analyzed to determine the greatest areas of progress more specifically by looking at each LCAP goal.

Regarding Goal #1, greatest progress was noted in the following areas:
- Common core aligned curriculum in ELA and Math K-5 (100%)
- District model for RTI support in Reading K-3, and strong student progress:
  - ---Arundel: 12/22 students (55%) exited the program after Round 1 (January)
  - ---Brittan Acres: 13/26 students (50%) exited the program after Round 2 (January)
  - ---Heather: 15/32 students (47%) exited the program after Round 1 (January)
  - ---White Oaks: 8/15 students (53%) exited the program after Round 1 (January)
- Common math assessments/benchmarks and collaborative analysis K-5 (all schools and grades are participating)
- Common reading assessments in 4-5, aligned to K-3 assessments (all schools and grades are participating)

Regarding Goal #2, greatest progress was noted in the following areas:
- All K-5 Teachers implemented Math in Focus for a second year and Reading Units of Study (including an ELD toolkit) for a third year
- Math and reading curricula were supported by coaching, lesson demonstrations and collaboration time for teachers, as well as Illuminate data analysis tools to support teacher reflection on student progress and data-based instructional planning.
- Each child’s individual reading level is monitored and personal growth is supported in grades K-5 through the use of DRA-2, Teachers College Running Records for all students and Fountas and Pinnell for those students in early literacy support. The following results indicate huge growth for all students and for each subgroup:

Reading Assessment DRA Results (March 2019)

K-2 ALL Students: 86%; Decreased by 3%; Target Goal (89%) Not Met

K-2 ELs: 77%; Increased by 15%; Target Goal (67%) Met

K-2 SED: 64%; Increased by 11%; Target Goal (58%) Met

K-2 SWD: 65%; Increased by 8%; Target Goal (65%) Met
  - Teacher developed District benchmarks in mathematics were revised and administered for the second year in grades K-5 to support progress monitoring and personalized learning, creating new opportunities for teachers to collaborate and identify best practices in support of student learning (See results in Goal 2)
  - Teacher developed math benchmarks were implemented for the first time in Grades 6-8 (see results in Goal 2).
Teachers in Grades K-8 analyzed data and provided feedback on potential benchmark revisions for next school year following each administration. Significant progress was made in the area of Curriculum Pilots and Adoptions that align to the adopted California Content Standards in each subject area, as follows:

--History/Social Science teachers in grades 6-8 completed a pilot and recommended TCI's "History Alive," which was Board adopted in February, 2019.

Grade 6-8 Science teachers engaged in a collaborative process to choose two new texts to pilot. The committee will bring forth a recommendation for adoption to the Board by May 2020.

--The Units of Study in Reading in Grades 6-8 was piloted throughout the 18-19 school year, and coaching was provided for all teachers. A recommendation to adopt the program will be made to the Board in May, 2019.

--K-5 Science Committee teachers continued to pilot Next Generation FOSS and engaged in a collaborative process to choose two new texts to pilot. The committee will bring forth a recommendation for adoption to the Board by May 2020.

--A Phonics Committee of K-1 teachers was convened to pilot the Units of Study in Phonics. A recommendation to adopt the program for Grade K-2 will be made to the Board in May, 2019.

Regarding Goal #3, greatest progress was noted in the following areas:

- Staff at all schools are exploring new approaches to personalizing for each child's needs. Reading and writing workshop are key strategies for personalizing in language arts, and updated instructional materials (including ELD toolkits) support these practices.
- Middle schools continued implementation of modified block schedules and a variety of electives to support a voice and choice.
- The homework policy is taking root, and teachers are continuing to experiment with variety of new strategies to implement the policy.
- Project-based learning (PBL) has become a regular practice at all schools, and the 5Cs are increasingly evident in school communications and practices.
- The District continues to strengthen its partnership with Healthy Cities Tutoring, serving children in need of mentoring or specific content area support at each SCSD school.
- Progress of EL students, as evidenced by an increasing RFEP rate over the past three years (as mentioned above).

Strategic Plan Survey Results (March 2019) indicate the following areas of strength in technology:

Areas of Strength:

-64% of teachers (Increased 4%) of teachers reported that they integrate online learning tools at least 2-3 times per week in their classrooms, although results fell just short of the 65% target goal.

-91% of students (Increased 4%) reported that their teachers use technology and online learning as part of class at least 2-3 times per week.

-87% of teachers (Increased 4%) reported that they have access to the technology tools they need to do their work.

-80% of teachers (Increased 2%) reported that they have adequate access to computing/digital devices for students

-91% of students (Increased 1%) reported that they have adequate access to computing/digital devices when they need them for schoolwork.
- 91% of students (Increased 4%) reported that their teachers use technology and online learning as part of class at least 2-3 times per week.

- Strategic Plan Survey of Families Results (March 2019) indicate the area of Communication remained 82% favorable.
- Overall, 48.5% of families participated in the survey compared to just 21% last school year

Regarding Goal #4, greatest progress was noted in the following areas:
- Schools are at varying levels of PBIS implementation, utilizing a variety of tools to support a positive school climate.
- Social Emotional Learning continued across all campuses as counselors met regularly as a group and with other District Mental Health staff to coordinate their instructional plan for the year, as well as their plan for supporting students who needed 1:1 or small group support.
- Administrators, Counselors, and school secretaries work together to monitor student attendance and take action to address attendance concerns through the School Attendance Review Team (SART) site-level process, and the School Attendance Review Board district-level process
- Eleven parent education (PIE) nights were held to address a variety of topics.
- All middle school teachers began work in sound/authentic grading practices and restorative practices.
- According to the 2019 Strategic Plan Survey, students feel a strong sense of belonging at their schools. A high percentage of students at each school responded favorably to the statement:
  - Overall, I feel like I belong at my school (Strategic Plan Survey 2019)
  - All Schools: 77% (No Change)
  - Arroyo: 79% (Increase of 9% compared to 2018)
  - Brittan Acres: 86% (Increase of 1% compared to 2018)
  - Central Middle School: 76% (Increase of 2% compared to 2018)
  - Heather: 86% (Increase of 1% compared to 2018)
  - Overall, 93% (an increase of 1% compared to 2018) of students in Grades 3-8 responded favorably to: "I am expected to do my best at school by teachers and staff."

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Although overall SCSD schools demonstrate overall high results, there are a number of areas where improvement is needed in order to ensure that ALL students are making strong progress and achieving.

The California Dashboard identified the following needs for ALL students:

Chronic Absenteeism:

ALL Students at Central Middle School is Orange (5.7%), an increase of 1.6% over 2017
Suspension Rate:

ALL Students at Central Middle School is Orange (2.7%), an increase of 0.4% over 2017

ALL Students at Brittan Acres is Orange (1.1%), an increase of 0.8% over 2017

There are no additional Red or Orange indicators for ALL students on the California Dashboard.

Chronic Absenteeism and Suspension Rate are both addressed in LCAP Goal 4. Significant work was completed in this goal area over the course of this school year to address this need. All schools continue to refine school-wide behavior systems (including tools from PBIS). Three schools, Arundel, Tierra Linda and Mariposa, had teams attend PBIS training at the San Mateo County Office, bringing 6 of 8 schools online with PBIS, and CMS participated in Level 2 PBIS Training. The two remaining schools will be attending training over the next two school years. A behavior intervention specialist currently serves all schools, as determined by student need, and the District will support a new position for a behavior intervention paraprofessional for the 2019-20 school year to assist with the increase in behavioral issues amongst both regular and special education students. Administrators, Counselors, and school secretaries work together to monitor student attendance and take action to address attendance concerns through the School Attendance Review Team (SART) site-level process, and the School Attendance Review Board district-level process. In addition, all middle school teachers attended training on restorative practices at least twice this year. These practices were immediately evident in classrooms at both campuses to increase overall student connectedness to school. New, more applicable SEL curriculum was implemented for this school year, and will continue for the 2019-20 school year.

SBAC scores from Spring 2018 continue to indicate that overall, math performance in Grades 3-8 is lower than ELA performance. An analysis of grade levels reveals that fifth and sixth grade are areas for growth. Although scores for fifth grade ELA and Math increased to 79% and 72% met or exceeded standard respectively, scores remained lower than the District LCAP Targets of 80% and 77%. In sixth grade ELA, scores increased to 75% met or exceeded, but remained lower than the District LCAP Target. In sixth grade Math, scores decreased one point to 69% met or exceeded, and remained lower than the District LCAP Target of 77%.

The achievement gap in ELA and Math is still evident in the analysis of CAASPP scores, and performance of certain subgroups fell short of overall goals, as follows:

Actual SBAC Results 2017-18 ELA

79% (All); Increased by 2%; Target Goal (80%) Not Met
34% (EL); Decreased by 6%; Target Goal (43%) Not Met
48% (SED); Increased by 7%; Target Goal (44%) Met
26% (SWD); Increased by 5%; Target Goal (24%) Met

Actual SBAC Results 2017-18 Mathematics

77% (All); Increased by 4%; Target Goal (77%) Met
38% (EL); Decreased by 2%; Target Goal (46%) Not Met
42% (SED); Increased by 6%; Target Goal (39%) Met

27% (SWD); Increased by 5%; Target Goal (25%) Met

Local measures in reading indicate that Reading continues to be an area of strength across the district. However, performance gaps still exist between all students and student subgroups: English Learners, Special Education students and Socioeconomically Disadvantaged Students, as follows:

Reading Assessment DRA Results (March 2019)

K-2 ALL Students: 86%; Decreased by 3%; Target Goal (89%) Not Met
K-2 ELs: 77%; Increased by 15%; Target Goal (67%) Met
K-2 SED: 64%; Increased by 11%; Target Goal (58%) Met
K-2 SWD: 65%; Increased by 8%; Target Goal (65%) Met

Local measures in writing demonstrate performance gaps between all students and student groups: English Learners, Special Education students and Socioeconomically Disadvantaged Students.

Opinion Writing District Prompt (March 2019)

% of ALL Students who meet or exceeding standard:

Grade 2 Writing: 87%; No Change; Target Goal (90%) Not Met
Grade 4 Writing: 71%; Decreased by 4%; Target Goal (79%) Not Met
Grade 8 Writing: 63%; Decreased by 1%; Target Goal (74%) Not Met

Please note student subgroup data:

Grade 2 Writing:
English Learners: 62%; Increased by 1%; Target Goal (66%) Not Met
SED: 58%; Decreased by 6%; Target Goal (69%) Not Met
SWD: 67%; Increased by 15%; Target Goal (57%) Met

Grade 4 Writing:
English Learners: 8%; Decreased by 40%; Target Goal (53%) Not Met
SED: 29%; Increased by 3%; Target Goal (31%) Not Met
SWD: 12%; Decreased by 15%; Target Goal (32%) Not Met

Grade 8 Writing:
English Learners: 17%; Decreased by 14%; Target Goal (36%) Not Met

SED: 34%; Decreased by 16%; Target Goal (55%) Not Met

SWD: 6%; Decreased by 11%; Target Goal (22%) Not Met

Overall, although teachers report greater success in volume and quality of student writing due to the work in Writers Workshop, writing benchmark scores declined rather significantly this school year in each grade level, and in each subgroup. This drop is attributed to more accurate scoring of the assessments with the assistance of an outside coach who is an expert in this area. Moving forward, these updated scoring criteria will be used, and target goals will be significantly adjusted for 2019-20.

There were several areas of progress indicated in the data for English Learners such as the increased RFEP rate over the past three years. However, as indicated in the data above, there were drops in achievement for EL’s across many measures. Upon further analysis, these drops are likely attributable to the larger percentage of RFEP students that are no longer taking these measures as EL students. In essence, SCSD is testing only “true” EL students at this point in time. There is significant work to accomplish in ELD in order to increase achievement of this "true" EL group. While schools piloted a new program for EL's, teachers did not find it an effective tool. SCSD will be piloting a different ELD program for 2019-20.

Current Work and Planned Next Steps:

SCSD remains committed to ensuring the progress of each and every child, and the LCAP outlines plans for personalizing support towards this goal. K-5 teachers received coaching support and collaboration tools to assist with the implementation of CCSS aligned curricula in ELA and Math. Coaching will continue for the 2019-20 school year, although at lower rates than this school year. Middle Schools implemented intervention courses in the areas of ELA and Math. Middle school ELA teachers piloted Units of Study in Reading by and this program will be formally adopted in May 2019. The personalized approach of Units of Study in Reading targets each child's unique needs as a reader by including voice/choice in book selection and focusing on individualized coaching/conferring/feedback from the teacher. All middle school teachers started the school year with a full day of professional development on the use sound/authentic grading practices and systems for offering students authentic feedback. This topic was revisited multiple times during the year at the middle school sites, and highlighted again as part of the January professional development day. Teachers are in a variety of places with regard to this work, and continued emphasis is planned in these areas for 2019-20. The District Leadership team met weekly to discuss a variety of issues around MTSS and the further development of Tier 2 and 3 academic and behavioral intervention.

In addition to areas mentioned above, the following areas of need were identified:

Regarding Goal #1 and Goal #2, additional areas of need were identified as the following:

- Improve facility maintenance at all schools as part of the reorganization of the Facilities, Maintenance, Operation and Transportation Department
- Support classified staff with training relevant to their roles and interests
• Support parents with communication and opportunities for education that support their understanding of their child's progress, standards for grade level proficiency, and school/district improvement goals

Regarding Goal #3, additional areas of need were identified as follows:
• Communication and definition of Personalized Learning and the ongoing need to develop shared understanding, vision and metrics for personalized learning
• Support teachers with tools and a systems-approach for assessing student progress within PBLs

Regarding Goal #4, additional areas of need were identified as follows:
• Continued support of standards-based grading and alternative approaches to providing authentic, personalized feedback to students
• Pilot and select updated digital citizenship curriculum as part of the revision of the District Technology Plan
• Engage principals and leaders in equity training

These areas of locally-determined need will also be addressed in the Goals/Actions/Services section of this LCAP.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

The following areas of need were indicated upon analysis of the California Dashboard data:

Academic performance in Mathematics for:
Students with Disabilities at Arroyo (Yellow); Overall Rating Blue
Students with Disabilities at Tierra Linda Middle School (Yellow); Overall Rating Blue
Students with Disabilities at Central Middle School (Yellow); Overall Rating Blue

Academic performance in English Language Arts for:
Students with Disabilities at Arroyo (Yellow); Overall Rating Blue
Students with Disabilities at Tierra Linda Middle School (Yellow) Overall Rating Blue
Students with Disabilities at Central Middle School (Orange); Overall Rating Blue

Chronic Absenteeism:
Asian Students at White Oaks (Yellow); Overall Rating Blue

Suspension Rate:
Students with Disabilities at Heather (Orange); Overall Rating Green
Two Or More Race Students at Heather (Orange); Overall Rating Green
Socioeconomically Disadvantaged Students at Heather (Orange); Overall Rating Green
Students with Disabilities at Arroyo (Yellow); Overall Rating Blue
Hispanic Students at Arroyo (Orange); Overall Rating Blue
Two Or More Race Students at Arroyo (Yellow); Overall Rating Blue

The following subgroups rated Orange or Red (although the rating is not two levels below the overall rating in the category, the District thought it was important to note):
Chronic Absenteeism:
EL Students at Heather (Orange)
Hispanic Students at Heather (Orange)
Students with Disabilities at Arroyo (Orange)
Hispanic Students at Arroyo (Orange)
EL Students at Tierra Linda Middle School (Orange)
Two Or More Race Students at Tierra Linda Middle School (Orange)
White Students at Tierra Linda Middle School (Orange)
Two Or More Race Students at Central Middle School (Orange)
White Students at Central Middle School (Orange)

Suspension Rate:
Two Or More Race Students at Brittan Acres (Orange)
Students with Disabilities at Central Middle School (Red)
Two Or More Race Students at Central Middle School (Orange)
White Students at Central Middle School (Orange)

As indicated in the previous section, Chronic Absenteeism and Suspension Rate are both addressed in LCAP Goal 4. Significant work was completed in this goal area over the course of this school year to address this need. All schools continue to refine school-wide behavior systems (including tools from PBIS). Three schools, Arundel, Tierra Linda and Mariposa, had teams attend PBIS training at the San Mateo County Office, bringing 6 of 8 schools online with PBIS, and CMS participated in Level 2 PBIS Training. The two remaining schools will be attending training over the next two school years. A behavior intervention specialist currently serves all schools, as determined by student need, and the District will support a new position for a behavior intervention paraprofessional for the 2019-20 school year to assist with the increase in behavioral issues amongst both regular and special education students. Administrators, Counselors, and school secretaries work together to monitor student attendance and take action to address attendance concerns through the School Attendance Review Team (SART) site-level process, and the School Attendance Review Board district-level process. In addition, all middle school teachers attended training on restorative practices at least twice this year. These practices were immediately evident in classrooms at both campuses to increase overall student connectedness to school. New, more applicable SEL curriculum was implemented for this school year, and will continue for the 2019-20 school year.

While there were significant increases District-wide for Students with Disabilities on CAASPP in ELA (26% Met or Above; Increased 5%; Target (24%) Met) and Math (27% Met or Above; Increased 5%; Target (25%) Met), there is a significant gap between this group and all other subgroups. While SCSD has increased training in core curriculum for all Education Specialist teachers, has a strong track record of hiring from within, and has traditionally attracted strong teachers from throughout the Bay Area, there continues to be a high turnover rate of teachers in this curricular area. This challenge has a direct effect on student achievement. SCSD has also exited a significant number of students from Special Education, which is the goal of Special Education, it can also have an adverse effect on aggregate test scores for this subgroup.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.
<table>
<thead>
<tr>
<th><strong>Schools Identified</strong></th>
<th>Identify the schools within the LEA that have been identified for CSI.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Support for Identified Schools</strong></td>
<td>Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.</td>
</tr>
<tr>
<td><strong>Monitoring and Evaluating Effectiveness</strong></td>
<td>Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.</td>
</tr>
</tbody>
</table>

Not Applicable.
Annual Update

LCAP Year Reviewed: 2018-19

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

**Goal 1**

All students will receive core instruction, in a well-maintained facility, from educators who are fully credentialed and appropriately assigned and who value and support the development of "whole child" preparing our youth to successfully meet the CCSS, NGSS and State Health Standards and become well rounded, college and career ready individuals in global society.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 2: State Standards (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
</tr>
<tr>
<td></td>
<td>Priority 5: Pupil Engagement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 6: School Climate (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
</tbody>
</table>

| Local Priorities: | Sense of Belonging and Student Engagement |

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td><strong>Expected</strong></td>
<td><strong>Actual</strong></td>
</tr>
<tr>
<td>Percent of Teachers Fully Credentialed and Appropriate Assigned</td>
<td>18-19 Target Maintain 100%</td>
<td>As of CBEDS 2018, 156/157 (99%) teachers were fully credentialed and 156/157 teachers were appropriately assigned. The one misassigned teacher was corrected by March 15, 2019.</td>
</tr>
<tr>
<td>Baseline</td>
<td>2016-2017 100%</td>
<td>100% of schools received a rating of &quot;good&quot; or &quot;exemplary&quot; on FIT. Arroyo: Good Arundel: Good</td>
</tr>
</tbody>
</table>

| Metric/Indicator | Facilities Inspection Tool (FIT) |  |
### Expected

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Percent of students having access to Standards-aligned core curriculum materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-19 Target</td>
<td>Maintain 100%</td>
</tr>
<tr>
<td>Baseline</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Actual

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>100% of students have access to standards-aligned core curriculum materials.</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-19 Target</td>
<td>100% of K-5 teachers have received training in the new Math in Focus curriculum, including ongoing coaching to support implementation.</td>
</tr>
</tbody>
</table>
### Expected

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Percent of teacher implementing CCSS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baseline</strong></td>
<td>50%</td>
</tr>
<tr>
<td><strong>18-19</strong> Target</td>
<td>Maintain 100%</td>
</tr>
</tbody>
</table>

### Actual

100% of SCSD teachers are implementing CCSS in ELA and Math.

### Actions / Services

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

#### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 SCSD values the &quot;whole child&quot; and desires to have strong educators instructing and nurturing our students to become well rounded individuals, college and career ready students. As such, below is a brief summary of key foundations to our overall Base Program for all students: a. All students will be instructed in facilities that are not only in good repair but conducive to meeting the developmental needs of our students</td>
<td>In the annual update for each goal/action, staff noted areas of progress at sites/programs. The following abbreviations are used throughout the document: AR: Arundel Elementary AYO: Arroyo Upper Elementary BA: Brittan Acres Elementary CMS: Central Middle School H: Heather Elementary TL: Tierra Linda Middle including</td>
<td>Action 1.0 1000-1999: Certificated Personnel Salaries Base $12,337,548</td>
<td>Action 1.0 1000-1999: Certificated Personnel Salaries Base $12,033,974</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Action 1.0 3000-3999: Employee Benefits Base $4,112,797</td>
<td>Action 1.0 3000-3999: Employee Benefits Base $4,016,426</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Action 1.0 4000-4999: Books And Supplies Base $798,456</td>
<td>Action 1.0 4000-4999: Books And Supplies Base $770,354</td>
</tr>
</tbody>
</table>
preschool-third, fourth-fifth and sixth-eighth grade students  

b. All students will receive core instruction from teachers using appropriate instructional materials and who are appropriately assigned and fully credentialed.  
c. All at-risk students will receive Response to Intervention (RTI) from teachers and support staff who are qualified to provide such supports.  
d. All new teachers will participate and be supported by mentors through the BTSA program at San Mateo County Office of Education.  
e. District staff will be provided professional learning opportunities on core content and provided support for planning, delivering, and reflecting on Common Core lessons and the 5Cs/Habits of Mind to ensure rigor and personalized learning opportunities for students.  
f. All staff will be supported with professional learning opportunities that facilitate engaging in collaborative analysis of student work and assessment results to determine effectiveness of lessons, student growth, learning and formative discussions to plan next instructional steps including use of Illuminate.  
g. Staff will be supported with professional learning opportunities to implement new curriculum as well as support of teachers understandings around Response to Intervention/Instruction (RTI). Support for struggling students.  

MP@TL: Mariposa Upper Elementary at Tierra Linda Middle School (5th graders in 2018-2019)  

WO: White Oaks  

Overall: Action 1.0 a-n: Facilities met inspection criteria at all sites. Students are taught by appropriately credentialed and assigned teachers. While some teachers did not meet these requirements as of CBEDS, corrections were made by March. New instructional materials were added and coaching support was provided to ensure that CCSS-aligned materials were in place in ELA and Math, K-5, along with ELD resources to support ELA standards. RTI supports are in place at all schools and programs are supervised by appropriately credentialed teachers.  

All schools use Illuminate to assess needs for RTI based on student performance. The RTI Literacy Support reading program is aligned across all K-3 schools. All teachers new to the profession are supported through an induction program (formerly BTSA), in collaboration with the San Mateo County Office of Education. Over the past three years, all teachers and district staff were provided ongoing access to PD to support Common Core and the 5Cs, including: PBL training; coaching in reading/writing workshop; and coaching in mathematics.  

h. Teachers will receive support from Technology Associates on integration of technology into their curriculum (including their PBL lessons) and infrastructure support.

i. Professional development will be provided for all classified staff in their areas of discipline.

j. All students will have course access to core classes including physical education. Further, all students will have access to expanded health and wellness opportunities including both physical and social emotional/mental health wellness (including a variety of tiers of support--prevention and intervention).

k. Counselors are available on each campus to support all learners.

l. All students will have course access to both art and music programs.

m. All students will be educated in a safe, inclusive, positive and supportive school environment.

n. All students will have access to all required books, instructional materials and technology resources needed to learn.

1.1 All students will be instructed in facilities that are not only in good repair but conducive to meeting the developmental needs of our preschool-third, fourth-fifth and sixth-eighth grade students (Facility Operating Expenditure).

Technology Associates supported the integration of technology into core curriculum by working collaboratively with teachers to identify new resources, set up and manage online accounts and teach skills as outlined in the SCSD Technology Scope and Sequence. Unfortunately, due to $2.5 million in budget cuts necessary to maintain fiscal solvency, the tech associates at each school will be significantly reduced for 19-20. District staff and teachers will focus on developing an updated model for technology integration as part of the Technology Plan update during the 2019-20 school year.

Classified staff members received training specific to their roles, as available. Principals worked collaboratively to design staff processes for collaborative analysis of student work and assessment results to determine effectiveness of lessons. These processes were utilized at staff meetings at all school sites.

All students have access to physical education, art and music, as well as expanded health and wellness and social-emotional learning (SEL). The district added supports in the area of SEL this school year to increase tiers of support for students. Counselors are assigned to each school site to support learners and support our ongoing work to ensure a safe,
1.2 All students with IEPs will receive special education from teachers using appropriate instructional materials and who are appropriately assigned and fully credentialed (Special Education) inclusive, positive and supportive environment. Weekly lessons and regular themes of study occurred across school sites to deepen this work. Unfortunately, due to $2.5 million in budget cuts necessary to maintain fiscal solvency, school counselors will be reduced from 6.2 to 4.0 FTE for 19-20. Each school will maintain a counselor, but that counselor will need to share two sites, rather than being dedicated to a single site. District staff will work with counselors and site administration to develop a new model that will continue to allow counselors to serve students in need as their first priority.

Action 1.1:
While schools have been well-maintained by custodial staff for many years, many of the sites are showing their age, particularly the K-3 sites. The Facilities, Maintenance, Operations and Transportation (FMOT) Department has undergone a major restructuring, and is now supervised by just one Director rather than a separate supervisor for each area. New procedures for cleaning and systems for ordering supplies and placing work orders will be implemented for the 19-20 school year.

Action 1.2:
Education Specialists collaborated with general education teachers around co-teaching in the core curricular areas. Education
Specialists were included in professional learning, coaching and observations with a coach around Reader’s and Writer’s Workshop. While Special Education remains a high-needs area as far as teacher recruitment, SCSD has a strong track record of hiring from within, and has traditionally attracted strong teachers from throughout the Bay Area due to the strong program that is implemented District-wide.

AR:
Action 1.0 a-n: All teachers participated in staff development at the start of the year and coaching sessions to support the implementation of CCSS- aligned curriculum in ELA and Math. In addition, all identified at-risk students received RTI support in the classroom and from support staff in the area of reading. Teachers engaged in inquiry cycles using common protocols to analyze student work and plan instructional next steps in the areas of math, reading, and writing. All staff members were supported by our Technology Associate in order to integrate technology into the curriculum. Classified staff members received training in areas relevant to their work. Second Step lessons were provided to each classroom by our school counselor. In addition, the Second Step Bullying Prevention Units were taught to support all
grades. All students participated in music instruction from Music For Minors and art lessons with Art In Action.

Action 1.1: School has been well-maintained by custodial staff. Custodians were trained in cleaning procedures to support students and teachers across the site. A solar structure was installed and is utilized as a shade structure to allow students to gather on the campus to eat, socialize, and learn.

Action 1.2: Each child with an IEP received the support deemed to be the least restrictive environment and appropriate services to address the identified needs of students and assist them in working toward their goals. Our special education staff members are fully credentialed and work collaboratively with families. Educators routinely collaborate in their work to support students.

AYO:
Action 1.0 a-n Teachers participated in coaching sessions to support implementation of CCSS-aligned curriculum in ELA and Math. At-risk students received RTI support in small group, in a pull out setting by support staff in the areas of math and reading. Additionally, over 100 students struggling with
math facts participated in math support class before school 2-3 times per week. All teachers engaged in inquiry cycles using common protocols to analyze student work and plan instructional next steps in the areas of math, reading and writing. Staff were supported by our on site Technology Associate in order to integrate technology into the curriculum. Students received weekly SEL lessons by counselors and received Digital Citizenship lessons by principal and Tech Associate.

Action 1.1: School has been well-maintained by custodial staff. Custodians were trained in cleaning procedures to support students and teachers across the site. Solar structures have been utilized to create outdoor spaces for students to gather in the shade.

Action 1.2: All Special Education teachers are fully credentialed. Research-based curriculum has been implemented in order to support intervention strategies to meet IEP goals. Special Education staff collaborates with General Education staff to modify and accommodate grade-level curriculum to support students’ access.

BA:
Action 1.0 a-n:
Teachers at BA participated in a series of coaching sessions to support the implementation of CCSS-aligned curriculum, as well as to provide opportunities for peer collaboration and the attainment of best practice strategies to employ in their daily lessons. Teachers also engaged in professional development opportunities to collaborate regarding student work in math and writing, and to discuss and analyze assessment results and data to inform instruction. Additionally, classified staff attended professional learning opportunities throughout the year related to their specific job descriptions. Students who have been identified as at risk have received RTI support, through a tiered system with support taking place both in the classroom and through additional programs, such as literacy support outside of the classroom.

Action 1.1: School has been well-maintained by custodial staff. Custodians were trained in cleaning procedures to support students and teachers across the site.

Action 1.2: All education specialists are fully credentialed. Research-based curriculum has been implemented in order to support intervention strategies to meet IEP goals. Special Education staff collaborates with General
Education staff to modify and accommodate grade-level curriculum to support students’ access. Special education and general education teachers collaborate to co-teach English, math and science and support students in history.

CMS:
Action 1.0 a-n:
All teachers at CMS met regularly with their grade level and subject area colleagues. ELA teachers participated in Reading & Writing Workshop coaching sessions throughout the year. Science teachers met to continue to roll-out NGSS-aligned curriculum. History teachers met and worked together to look at the new History Framework and begin the adoption process for new curriculum. Math teachers began working towards additional methods of evaluation, and new ways to provide feedback to students. PE teachers continued to refine their system to evaluate students, using rubrics rather than letter grades. Elective teachers worked on methods of providing feedback to students. All staff members received training in areas relevant to their work such as Sound Grading Practices, Restorative Practices, Big 5 Emergency Preparedness, mandated training, Positive Behavior Intervention & Support (PBIS) and RTI interventions. Students who need additional support may be placed in RTI
classes for reading, math, ELD or general support. All students receive instruction in Social-Emotional Learning with Second Step and have opportunities to personalize learning through electives and our Quest program. Staff has established Tier 2 interventions through PBIS to support students with ongoing disciplinary issues. Monthly intervention team meetings identify students at risk, plan for interventions and monitor progress. SST meetings are held for students needing additional support.

Action 1.1:
Central has a new building that was completed in 2015 and continues to be in good repair. School has been well-maintained by custodial staff. Custodians were trained in cleaning procedures to support students and teachers across the site. Students are engaged in taking ownership for school cleanliness and each class takes a turn helping to pick up litter after lunch.

Action 1.2:
All education specialists are fully credentialed. Research-based curriculum has been implemented in order to support intervention strategies to meet IEP goals. Special Education staff collaborates with General Education staff to modify and accommodate grade-level
curriculum to support students’ access. Special education and general education teachers collaborate to co-teach English, math and science and support students in history. Additionally, Education Specialists and general education teachers attended training about the co-teaching model with time to collaborate and plan an instructional scope/sequence at the start of the school year. Education Specialists were included in professional learning, coaching and observations with a trainer around Reader's and Writer's Workshop.

H:
Action 1.0 a-n:
All teachers participated in coaching sessions to support implementation of CCSS-aligned curriculum in ELA and Math. In addition, all at-risk students received RTI support in the classroom for reading, math and writing, as well as additional reading support from support staff. All teachers engaged in inquiry cycles using common protocols to analyze student work and plan instructional next steps in the areas of math, reading and writing. All staff were supported by our on site Technology Associate in order to integrate technology into the curriculum. Curriculum, instruction and school activities, supporting "whole child" values are in place including: Music for Minors, Artist in Residency, PE, Field Trips,
PlayPod, assemblies, Multicultural Day, counseling, Second Step, Ability Awareness Week, Library, ROPES, PBL, Reading Workshop, Writing Workshop, math, mainstreaming SPED, full time counselor to help promote whole child. Tech associate helps teach all kids and teachers to become tech savvy and safe online, technology integration, support site SBAC. Classified staff members received training in areas relevant to their work such as Big 5 Emergency Preparedness, mandated trainings and literacy interventions.

Action 1.1:
School has been well-maintained by custodial staff. Custodians were trained in cleaning procedures to support students and teachers across the site. A solar structure was installed and is utilized as a shade structure to allow students to gather on the campus for physical education lessons and play.

Action 1.2:
All education specialists are fully credentialed. Research-based curriculum has been implemented in order to support intervention strategies to meet IEP goals. Special Education staff collaborates with General Education staff to modify and accommodate grade-level curriculum to support students’ access. Special education and
general education teachers collaborate to teach English, math and science and social studies serving students in the least restrictive environment.

TL:
Action 1.0 a-n:
Curriculum, instruction and school activities, supporting "whole child" values are in place including: Art in Action (5th), PE Units such as dance, College and Career Readiness field trips (visit college campuses), counseling, Social Emotional Learning, Restorative Circles, Ability Awareness Week, ROPES, PBL, Reader’s Workshop, Writer’s Workshop, math small group problem solving, mainstreaming SPED, full time counselor to help promote social/emotional skills. Teachers used district benchmarks to measure progress and determine additional RTI support in math, English Language Development, reading, writing. All teachers at TL continue met regularly with their grade level and subject area colleagues. Teachers in grades 6-8 piloted and adopted a Social Studies curriculum. Reader’s and Writer’s Workshop was formally adopted in grades 6 - 8 and a scope/sequence was created with a specific plan for reading and writing units at each grade level throughout the year. Science teachers met to continue to roll-out NGSS- aligned curriculum and started a pilot program for
curriculum adoption. Math teachers worked towards additional methods of evaluation and new ways to provide feedback to students which includes writing learning targets tied to standards and opportunities for students to retest around standards that are not yet mastered. PE teachers continue to use a rubric rather than letter grades that teachers developed. Elective teachers worked on methods of providing feedback to students connected to practice logs for band and orchestra. All staff members received training and practice in areas relevant to their work such as Big 5 Emergency Preparedness, mandated training and RTI interventions. Students received weekly SEL lessons during first trimester taught during Quest class and Digital Citizenship lessons by Assistant Principal, Counselor and SRO.

Teachers in grade 5 participated in coaching sessions to support implementation of CCSS-aligned curriculum in reading, writing and math. Teachers used small group work in the classroom to provide additional supports. In addition, "Math Facts Boot Camp" was offered 2-3 days a week for targeted students. 5th grades worked on student/teacher goal setting and student-led conferences to support student ownership of goals and shared progress monitoring.
Action 1.1:
School has been well-maintained by custodial staff. Custodians were trained in cleaning procedures to support students and teachers across the site. Outside garden and classroom area was renovated to create a space for students to learn, problem solve collaborate and socialize during instructional time and breaks. Mariposa@TL has a dedicated campus that has been updated and improvements have been made for improving the campus and support the school opening for 2019-2020.

Action 1.2:
All education specialists are fully credentialed. Research-based curriculum has been implemented in order to support intervention strategies to meet IEP goals. Special Education staff collaborates with General Education staff to modify and accommodate grade-level curriculum to support students’ access. Special education and general education teachers collaborate to co-teach English, math and science and support students in history. Additionally, Education Specialists and general education teachers attended training about the co-teaching model with time to collaborate and plan an instructional scope/sequence at the start of the school year. Education Specialists
were included in professional learning, coaching and observations with a trainer around Reader's and Writer's Workshop.

WO:
Action 1.0 a-n:
All teachers participated in coaching sessions to support implementation of CCSS-aligned curriculum in ELA and Math. In addition, all at-risk students received RTI support in the classroom and from support staff in the area of reading. All staff were supported by our on site Technology Associate in order to integrate technology into the curriculum. Classified staff members received training in areas relevant to their work such as Big 5 Emergency Preparedness.

Action 1.1:
Our school has been well-maintained by custodial staff. Custodians were trained in cleaning procedures to support students and teachers across the site. A new playground was installed that is more accessible to the students in our P-3 school.

Action 1.2:
Each child with an IEP received the support deemed to be the least restrictive environment and appropriate services to address the identified needs of students and assist them in working toward their goals. Our special education
Analysis

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

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

The District implemented goals as outlined in the plan for 2018-2019. SCSD remains committed to "whole child" education, with a comprehensive instructional program that extends far beyond "the basics" to include the arts, music, health/wellness and environmental sustainability as well as facilities that match our goals at many campuses. While schools have been well-maintained by custodial staff for many years, many of the sites are showing their age, particularly the K-3 sites. The second phase of the Facilities Master Plan recommends the modernization of the four elementary schools next.

The Facilities, Maintenance, Operations and Transportation (FMOT) Department has undergone a major restructuring, and is now supervised by just one Director rather than a separate supervisor for each area. New procedures for cleaning and systems for ordering supplies and placing work orders will be implemented for the 19-20 school year. The first phase of the Facility Master Plan is nearing completion, as Mariposa Upper Elementary moved into its facility for fifth grade. Third and fourth graders from Arundel and Heather will attend Mariposa for fourth and fifth grades as an official CDE recognized school for the 2019-20 school year.

SCSD has also moved forward in all areas of the professional development and curriculum adoption plan. CCSS-aligned math and ELA curriculum was fully implemented for a second year at all sites in grades K-5 this school year (“Math in Focus” and Units of Study in Reading). For more information regarding the status of adoptions in the District, please see Goal 2, action 2.17. Professional development sessions were held for all teachers prior to the beginning of school, on "District Wednesdays" and via coaching sessions from outside consultants to support teachers' continued work in implementing new curriculum and moving forward with the SCSD Strategic Plan. Classified staff members also received professional development, as appropriate and available for their roles. Counselors are present on every school campus, and they met regularly as a team, and together with other mental health specialists (Mental Health Collaborative Meetings), to coordinate supports and share resources. The Literacy Support Team also met regularly this year to coordinate program and discuss and analyze student progress and ensure equity of support services across the district.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

As indicated in the measures above, the SCSD continues to provide a solid program that addresses the needs of the whole child. Students learn in quality facilities by an exemplary team of educators and community partners. The district continues to make strong progress in its implementation of CCSS-aligned curriculum, training of staff and commitment to a well-rounded educational program that includes social-emotional learning, the arts, and PE/Wellness. While the goal of having 100% of teachers fully credentialed and appropriately assigned by the CBEDS date was not met, corrections have been made since that time. A few SCSD facilities decreased from an “exemplary” (99-100%) rating to a rating of “good” (90-98.99%) on the Facilities Inspection Tool (FIT) for school facility conditions. The decrease at these schools is primarily due to the aging physical plants of the schools that have not yet been remodeled. There is also significant work necessary at Mariposa in order for it to open for to 4th and 5th grade students for 2019-20. That work is scheduled for completion during the summer of 2019. SCSD met goals on other measures, as planned.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The estimated actuals show a decrease in certificated and classified salaries. This is due to a decrease in enrollment of 100 students. There are less expenditures in Special Education, as less was spent on students attending NPA/NPS.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There are no significant changes to this goal or associated actions. However, due to a $2.5 million shortfall, budget reductions were necessary to maintain fiscal solvency for the 2019-20 school year. As a result, school counselors will be reduced from 6.2 to 4.0 FTE for 19-20, tech associate support at each school will be significantly reduced, and custodial staff will be reduced by 3.0 FTE. As a result of the reductions in classified staff, the 2019-20 budget has been updated and shows a decrease of $775,000 in Facilities Operating Expenses.

While each school will maintain a counselor, that counselor will need to share two sites, rather than being dedicated to a single site. District staff will work with counselors and site administration to develop a new model that will continue to allow counselors to serve students in need as their first priority. District staff and teachers will also focus on developing an updated model for technology integration as part of the Technology Plan update during the 2019-20 school year. As mentioned previously, the restructuring of the FMOT Department will help facilitate the reductions in custodial staff, and reorganize the cleaning and ordering procedures to increase efficiency.

The 2019-20 budget was also updated and shows a significant increase in expenditures for credentialed teachers of approximately $2.5 million. The reason for the increase is the inclusion of additional funds from local parcel tax and foundation funding for the first time (this funding has been ongoing for several years, but was not previously included in this plan).
Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 2

Increase student achievement across all sites, grade levels and subgroups to ensure each student makes adequate progress on CCSS, NGSS and 5C's/Habits of Mind.

State and/or Local Priorities addressed by this goal:

State Priorities:
- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: 5C's/Habits of Mind & Wellness

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learner Measures Based on CELDT:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AMAO 1</td>
<td></td>
<td>The CELDT was eliminated by the State in 2016-2017 in preparation for the launch of the CA Dashboard.</td>
</tr>
<tr>
<td>At-Risk (4-5 years)</td>
<td></td>
<td>The ELPAC replaced the CELDT. District Results on the 2018 Summative ELPAC were as follows:</td>
</tr>
<tr>
<td>Long Term English Learner (LTEL)</td>
<td></td>
<td>Overall:</td>
</tr>
<tr>
<td>Reclassified Fully English Proficient (RFEP)</td>
<td></td>
<td>Level 4: 63%</td>
</tr>
</tbody>
</table>

Oral Language: |
Level 4: 73% |
Level 3: 17% |
A new state data source was established in 2017-2018 ELPAC. We have not yet received results, and are unable to set targets for 2018-2019 or 2019-2020 at this time. This section will be updated once we receive ELPAC scores and can determine how these measures will be impacted. ELPAC results will be shared at a public Board meeting once they are available.

**Baseline**

**English Learner Measures**

- AMAO 1: 80%
- At Risk: 3.30%
- LTE: 4%
- RFEP: 4%

**Metric/Indicator**

**SBAC ELA Percent At/Above Standard:**

- All Students (Grades 3-8)
- English Learners
- Economically Disadvantaged Students With Disability

<table>
<thead>
<tr>
<th>18-19</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target: Increase by 3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>80% (All)</td>
<td>79% (All); Increased by 2%; Target Goal (80%) Not Met</td>
<td>79% (All); Increased by 2%; Target Goal (80%) Not Met</td>
</tr>
<tr>
<td>43% (EL)</td>
<td>34% (EL); Decreased by 6%; Target Goal (43%) Not Met</td>
<td>34% (EL); Decreased by 6%; Target Goal (43%) Not Met</td>
</tr>
<tr>
<td>44% (SED)</td>
<td>48% (SED); Increased by 7%; Target Goal (44%) Met</td>
<td>48% (SED); Increased by 7%; Target Goal (44%) Met</td>
</tr>
<tr>
<td>24% (SWD)</td>
<td>26% (SWD); Increased by 5%; Target Goal (24%) Met</td>
<td>26% (SWD); Increased by 5%; Target Goal (24%) Met</td>
</tr>
</tbody>
</table>

Average Distance from Level 3 (proficient):

- ELA: 61
### Metric/Indicator
**SBAC % Math At/Above Standard:**

- **All Students (Grades 3-8)**
- **English Learners**
- **Economically Disadvantaged Students with Disability**

#### 18-19
**Target:** Increase by 3%

- **77% (All)**
- **46% (EL)**
- **39% (SED)**
- **25% (SWD)**

**Average Distance from Level 3 (proficient):**
**Math:** 69

### Baseline
**2015-2016 Results:**

- **74%**
- **37%**
- **36%**
- **23%**

### Metric/Indicator
**Reading and Writing Assessments:**

- **Grade 2 Opinion Writing Assessment-met grade level proficiency**
  - (Added in 2018)

**English Learners:**
**SED:**
**Sped:**

### Expected

- 77%
- 41%
- 39%
- 28%

### Actual

**Actual SBAC Results 2017-18 Mathematics**

- **77% (All); Increased by 4%; Target Goal (77%) Met**
- **38% (EL); Decreased by 2%; Target Goal (46%) Not Met**
- **42% (SED); Increased by 6%; Target Goal (39%) Met**
- **27% (SWD); Increased by 5%; Target Goal (25%) Met**

**Average Distance from Level 3 (proficient):**
**Mathematics:** +50 **Target Not Met- Aggregate Number for All Schools**

### 2018-2019 Reading and Writing Assessments
**Opinion Writing District Prompt (March 2019)**

- **% of ALL Students who meet or exceeding standard:**
  - **Grade 2 Writing:** 87%; No Change; Target Goal (90%) Not Met
  - **Grade 4 Writing:** 71%; Decreased by 4%; Target Goal (79%) Not Met
  - **Grade 8 Writing:** 63%; Decreased by 1%; Target Goal (74%) Not Met

**Please note student subgroup data:**
**Grade 2 Writing:**
<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 4 Opinion Writing Assessment-met grade level proficiency (Added in 2018)</td>
<td>English Learners: 62%; Increased by 1%; Target Goal (66%) Not Met</td>
</tr>
<tr>
<td>English Learners:</td>
<td>SED: 58%; Decreased by 6%; Target Goal (69%) Not Met</td>
</tr>
<tr>
<td>Sped:</td>
<td>SWD: 67%; Increased by 15%; Target Goal (57%) Met</td>
</tr>
<tr>
<td>Grade 8 Spring 2016 Opinion Writing Assessment-met grade level proficiency (Added in 2018)</td>
<td>Grade 4 Writing:</td>
</tr>
<tr>
<td>English Learners:</td>
<td>English Learners: 8%; Decreased by 40%; Target Goal (53%) Not Met</td>
</tr>
<tr>
<td>SED:</td>
<td>SED: 29%; Increased by 3%; Target Goal (31%) Not Met</td>
</tr>
<tr>
<td>Sped:</td>
<td>SWD: 12%; Decreased by 15%; Target Goal (32%) Not Met</td>
</tr>
<tr>
<td>Reading Grades K, 1 &amp; 2 DRA2 Spring Results-met grade level benchmark (Added in 2018)</td>
<td>Reading Assessment DRA Results (March 2019)</td>
</tr>
<tr>
<td>English Learners:</td>
<td>K-2 ALL Students: 86%; Decreased by 4%; Target Goal (90%) Not Met</td>
</tr>
<tr>
<td>SED:</td>
<td>K-2 ELs: 77%; Increased by 15%; Target Goal (67%) Met</td>
</tr>
<tr>
<td>Sped:</td>
<td>K-2 SED: 64%; Increased by 11%; Target Goal (58%) Met</td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td>K-2 SWD: 65%; Increased by 8%; Target Goal (65%) Met</td>
</tr>
<tr>
<td>Target: Increase by 5%, or reach 90%</td>
<td></td>
</tr>
<tr>
<td>Grade 2 Writing:</td>
<td></td>
</tr>
<tr>
<td>90% (ALL)</td>
<td>English Learners: 17%; Decreased by 14%; Target Goal (36%) Not Met</td>
</tr>
<tr>
<td>English Learners: 66%</td>
<td>SED: 34%; Decreased by 16%; Target Goal (55%) Not Met</td>
</tr>
<tr>
<td>SED: 69%</td>
<td>SWD: 6%; Decreased by 11%; Target Goal (22%) Not Met</td>
</tr>
<tr>
<td>Sped: 57%</td>
<td></td>
</tr>
<tr>
<td>Grade 4 Writing:</td>
<td></td>
</tr>
<tr>
<td>79% (ALL)</td>
<td></td>
</tr>
<tr>
<td>English Learners: 53%</td>
<td>English Learners: 77%; Increased by 15%; Target Goal (67%) Met</td>
</tr>
<tr>
<td>SED: 31%</td>
<td>K-2 ELs: 77%; Increased by 15%; Target Goal (67%) Met</td>
</tr>
<tr>
<td>Sped: 32%</td>
<td>K-2 SED: 64%; Increased by 11%; Target Goal (58%) Met</td>
</tr>
<tr>
<td>Grade 8 Writing:</td>
<td>K-2 SWD: 65%; Increased by 8%; Target Goal (65%) Met</td>
</tr>
<tr>
<td>74% (ALL)</td>
<td></td>
</tr>
<tr>
<td>English Learners: 36%</td>
<td>English Learners: 62%; Increased by 1%; Target Goal (66%) Not Met</td>
</tr>
<tr>
<td>SED: 55%</td>
<td>SED: 58%; Decreased by 6%; Target Goal (69%) Not Met</td>
</tr>
<tr>
<td>Sped: 22%</td>
<td>SWD: 67%; Increased by 15%; Target Goal (57%) Met</td>
</tr>
<tr>
<td>K. 1 &amp; 2 Reading:</td>
<td></td>
</tr>
<tr>
<td>March DRA-2</td>
<td>English Learners: 8%; Decreased by 40%; Target Goal (53%) Not Met</td>
</tr>
<tr>
<td></td>
<td>SED: 29%; Increased by 3%; Target Goal (31%) Not Met</td>
</tr>
<tr>
<td></td>
<td>SWD: 12%; Decreased by 15%; Target Goal (32%) Not Met</td>
</tr>
<tr>
<td>Expected</td>
<td>Actual</td>
</tr>
<tr>
<td>---------</td>
<td>--------</td>
</tr>
</tbody>
</table>
| **90% (ALL)**  
English Learners: 67%  
SED: 58%  
Sped: 65% | |
| **Baseline**  
2016-2017 Reading and Writing Assessments: | |
| Grade 2 Writing: 78% | |
| Grade 4 Writing: 72% | |
| Grade 8 Writing: 63% | |
| 2015-2016 DRA-2 Spring Assessment: | |
| K, 1 & 2 Reading: 89.3% | |
| **Metric/Indicator**  
Physical Fitness (PFT) Assessment: | |
| Aerobic Capacity Grade 5 | Physical Fitness (PFT) Assessment (2018)  
2018 Overall District Data:  
Aerobic Capacity:  
Grade 5: 91%; No Change; Target Goal (Maintain or Reach 90%) Met  
Grade 7: 92%; Increased by 6%; Target Goal (Maintain or Reach 90%) Met  
Body Composition:  
Grade 5: 81%; Increased by 2%; Target Goal (84%) Not Met  
Grade 7: 83%; Increased by 3%; Target Goal (85%) Not Met |
| Aerobic Capacity Grade 7 |  |
| Body Composition Grade 5 | |
| Body Composition Grade 7 | |
| **18-19**  
Targets:  
Physical Fitness (PFT) Assessment (2018). Increase by 5%, or maintain/reach 90%  
Aerobic Capacity Grade 5: maintain 90% or higher  
Aerobic Capacity Grade 7: 90%  
Body Composition Grade 5: 84%  
Body Composition Grade 7: 85% | |
### Physical Fitness (PFT) Assessment (2015)

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerobic Capacity Grade 5</td>
<td>93%</td>
<td>88%</td>
</tr>
<tr>
<td>Aerobic Capacity Grade 7</td>
<td>88%</td>
<td>88%</td>
</tr>
<tr>
<td>Body Composition Grade 5</td>
<td>79%</td>
<td>77%</td>
</tr>
<tr>
<td>Body Composition Grade 7</td>
<td>77%</td>
<td>76%</td>
</tr>
</tbody>
</table>

### Metric/Indicator

**Strategic Plan/Climate Family Survey**

**Rigor Question** - Percent of Parents that agree or strongly agree that their child is challenged to meet high expectations

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Baseline</th>
<th>Metric/Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-19</td>
<td>71%</td>
<td>61%</td>
<td>SCSD Math Benchmark Scores</td>
</tr>
</tbody>
</table>

#### 18-19

**Target:** Strategic Plan/Climate Survey (2019)

Rigor- Percent of Parents that agree or strongly agree that their child is challenged to meet high expectations

- Actual: 65%; Decreased by 1%; Target Goal (71%) Not Met

- Notably, there was a marked increase in the participation rate of families in the survey, from 21% to 48.5%.

### Metric/Indicator: SCSD Math Benchmark Scores

**Trimester 2 Benchmark**

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Targets:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL Students:</td>
<td>63%</td>
</tr>
</tbody>
</table>

**ALL Students:** 81% (N=308); Increased by 23%; Target Goal (63%) Met

**ELs:** 50% (N=24); Increased by 12%; Target Goal (43%) Met

**SED:** 36% (N=22); Increased by 20%; Target Goal (21%) Met

**SWD:** 38% (N=26); Increased by 19%; Target Goal (24%) Met
### Expected

ELs: 43%
Sped: 24%
SED: 21%

**Grade 5**
ALL Students: 72%
ELs: 53%
Sped: 31%
SED: 37%

Add baseline for Grade 8
(once benchmark is developed)

### Actual

Grade 5
ALL Students: 81% (N=313); Increased by 14%; Target Goal (72%) Met
ELs: 33% (N=15); Decreased by 15%; Target Goal (53%) Not Met
SED: 35% (N=23); Increased by 3%; Target Goal (37%) Met
SWD: 46% (N=26); Increased by 19%; Target Goal (31%) Met

Please note: Assessments are continuing to be improved based on teacher feedback, and some questions were be altered/deleted/added as compared to the 2018 assessments.

Please also note the small group size (N) in some subgroups.

**Baseline**
SCSD Math Benchmark Scores
Trimester 2 Benchmark 2017-2018
% of Students Meeting Grade Level Expectations in Grades 3 and 5

**Grade 3**
ALL Students: 58%
ELs: 38% (N=16)
Sped: 19% (N=27)
SED: 16% (N=19)

**Grade 5**
ALL Students: 67%
ELs: 48% (N=29)
Sped: 27% (N=26)
SED: 32% (N=25)

Please note: This is baseline data using prototype assessments.
Assessments will be improved based on teacher feedback before fall 2018, and some questions will be altered on the 2019 assessments. Please also note the small group size (N) in some groups.

### Actions / Services

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

#### Action 1
### Planned Actions/Services

2.0 Educators will implement strategies to increase student achievement for all students:

2.1 Examine and refine structure of built-in collaboration time for teachers to review student data, use Illuminate tools, and plan instructional next steps for increased student learning (time above and beyond release time currently in place).

2.2 With coaching/consultation and dedicated collaboration time, support teachers in planning instructional calendars (pacing) and implementing new curriculum including: K-8 teachers in Reader’s Workshop; K-8 Writer’s Workshop; K-5 “Math in Focus" curriculum; Grade 6-8 adopted grade level curriculum; PBL and 5C’s/Habits of Mind (district-wide), assessments, NGSS (K-8) as well as other content areas such as History, VAPA, Wellness/PE, Environmental Literacy, etc.

2.3 Improve support and training for “new” teachers through BTSA (Beginning Teacher Support and Assessment) Induction but also in District’s Strategic Plan and Initiatives, PBL, 5C’s/Habits of Mind, Personalizing Learning and District Adopted Curriculum (as identified by teacher need).

### Actual Actions/Services

**Overall**

All schools continued to implement protocols and collaboration time for teachers to review student data and plan instructional next steps. Eight district-led parent education sessions were held this school year across a variety of topics as noted in the plan.

2.17 (New for 2018-19) Curriculum Pilots/Adoptions: Middle School (Grades 6-8): History/Social Science teachers in grades 6-8 completed a pilot and recommended TCI’s "History Alive". The program was formally adopted by the Board and will be implemented for the 2019-20 school year.

Grade 6-8 Science teachers engaged in a collaborative process to choose two new texts to pilot. One was piloted from March-June 2019, and the second will be piloted from August-November 2019. The committee will bring forth a recommendation for adoption to the Board by May 2020.

The Units of Study in Reading in Grades 6-8 was piloted throughout the 18-19 school year, and coaching was provided for all teachers. A recommendation to adopt the program will be made to the Board in May, 2019.

Elementary (Grades K-5)

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>5000-5999: Services And Other Operating Expenditures Base</td>
<td>$242,331</td>
</tr>
<tr>
<td>2.1</td>
<td>(includes benefits) 1000-1999: Certificated Personnel Salaries Base</td>
<td>$123,000</td>
</tr>
<tr>
<td>2.11</td>
<td>5800: Professional/Consulting Services And Operating Expenditures Base</td>
<td>$130,000</td>
</tr>
<tr>
<td>2.3</td>
<td>5000-5999: Services And Other Operating Expenditures Title II</td>
<td>$130,000</td>
</tr>
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<td>2.4</td>
<td>5000-5999: Services And Other Operating Expenditures Base</td>
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<tr>
<td>2.5</td>
<td>(includes benefits) 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration</td>
<td>$345,623</td>
</tr>
<tr>
<td>2.6</td>
<td>; 2.12 4000-4999: Books And Supplies LCFF Supplemental and Concentration</td>
<td>$182,993</td>
</tr>
<tr>
<td>2.7</td>
<td>; 2.8 5000-5999: Services And Other Operating Expenditures Base</td>
<td>$30,000</td>
</tr>
<tr>
<td>2.9</td>
<td>5000-5999: Services And Other Operating Expenditures Tobacco-Use Prevention Education</td>
<td>$3,500</td>
</tr>
<tr>
<td>2.10</td>
<td>(includes benefits) 2000-2999: Classified Personnel</td>
<td></td>
</tr>
</tbody>
</table>

### Estimated Actual Expenditures

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>5000-5999: Services And Other Operating Expenditures Base</td>
<td>$288,353</td>
</tr>
<tr>
<td>2.11</td>
<td>5800: Professional/Consulting Services And Operating Expenditures Base</td>
<td>$129,540</td>
</tr>
<tr>
<td>2.3</td>
<td>5000-5999: Services And Other Operating Expenditures Title II</td>
<td>$145,670</td>
</tr>
<tr>
<td>2.4</td>
<td>5000-5999: Services And Other Operating Expenditures Base</td>
<td>$11,567</td>
</tr>
<tr>
<td>2.5</td>
<td>(includes benefits) 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration</td>
<td>$374,421</td>
</tr>
<tr>
<td>2.6</td>
<td>; 2.12 4000-4999: Books And Supplies LCFF Supplemental and Concentration</td>
<td>$187,821</td>
</tr>
<tr>
<td>2.7</td>
<td>; 2.8 5000-5999: Services And Other Operating Expenditures Base</td>
<td>$30,000</td>
</tr>
<tr>
<td>2.9</td>
<td>5000-5999: Services And Other Operating Expenditures Tobacco-Use Prevention Education</td>
<td>$3,500</td>
</tr>
<tr>
<td>2.10</td>
<td>(includes benefits) 2000-2999: Classified Personnel</td>
<td></td>
</tr>
</tbody>
</table>
2.4 Administer CCSS-aligned benchmark assessments and performance tasks in mathematics K-5 and reading K-5 to support progress monitoring and collaborative conversations about high impact instructional practices. Identify and pilot CCSS-aligned reading assessments for grades 6-8 and redesign and pilot CCSS-aligned, course specific math benchmarks in grades 6-8 to support progress monitoring and collaborative conversations about high impact instructional practices in support of student achievement.

2.5. Clarify the district’s RTI model for ELA, Math and ELD in Grades K-8. Pilot accessible (K-8) academic support before, during and after school to meet "at risk" student needs including academic support classes such as: Response To Intervention (RTI) support, English Learner, Study Skills, etc.

2.6 Expand pilots of successful alternative strategies for sharing student assessment/achievement data (parent/teacher conferences/goal setting, digital portfolio)

2.7 PBL/5Cs: Continue SMCOE training for PBL - new staff

2.8 Expand making, tinkering and design opportunities to enhance tech-infused PBL, 5C's and NGSS (Including our voluntary

K-5 Science Committee teachers continued to pilot Next Generation FOSS and engaged in a collaborative process to choose two new texts to pilot. They will pilot the chosen programs during the 2019-20 school year. The committee will bring forth a recommendation for adoption to the Board by May 2020.

A Phonics Committee of K-1 teachers was convened to pilot the Units of Study in Phonics. A recommendation to adopt the program for Grade K-2 will be made to the Board in May, 2019.

2.18 (new for 2018-19)

Counting Collections Training for all Preschool, TK and K Teachers was held at the January professional development day. Teachers began implementing this new curriculum immediately.

AR: Teachers utilized math, writing, and reading assessment benchmarks to identify the immediate needs of students, collaborate on the next instructional moves, and create goals for student learning. All teachers also participated in training and coaching sessions to support implementation of CCSS-aligned curriculum in ELA and Math. We studied the ELD standards to progress monitor students 3 times per year and establish instructional next steps for this student group.
2.9 Delete for 2018-2019. No new funding expected.

2.10 Review new Health Content Standards. Identify opportunities for integration and alignment with NGSS/SEL for future implementation in coordination with teachers, Wellness Coordinator and the District Nurses

2.11 Delete for 2018-2019. No new funding expected. Support will be provided from general fund.

2.12 Increase frequency and efficacy of communication and expand parent education through a variety of formats including Parent Information and Engagement (PIE) nights, district-wide and school newsletters, parent coffees, PTA events, website updates, etc. to reach all stakeholders in the areas as identified in data collected for 2017-2018. Include communications about what teachers are learning in PD sessions, and when/why subs will be in classrooms to release teachers.

See below and following actions for 2.13 -2.16. Action numbers were maintained from the prior LCAP for accounting purposes.

New Actions:

AYO: All teachers participated in training and coaching sessions to support implementation of CCSS-aligned curriculum in Reader’s Workshop, Writer’s Workshop and Math. These coaching sessions focused on in-depth lesson study and teaching practices that support an increase in student achievement. 5th grade teachers piloted new NGSS aligned Science units and Engineering is Elementary units to deepen their practice in teaching the new science standards

BA: Math assessments and trimester benchmarks were developed and implemented. Teachers had the opportunity to provide feedback on these new assessments. A group of identified at-risk students received additional reading support after school in a newly developed “Reading Club” facilitated by a classroom teacher and supported through LCAP funding.

CMS: ELA teachers have participated in training and coaching around Readers and Writers workshop and are developing classroom libraries. Math teachers are working on creating useful and meaningful benchmark assessments for grades 6th-8th. In both PE and science classes we worked on meeting the health content standards. New teachers continue to be supported with BTSA. History
2.17 Curriculum Pilots/Adoptions:
Complete pilot of new History/Social Science curriculum in Grades 6-8, recommend instructional materials for 2019-2020 and bring to the Board for adoption by June 2019. Continue pilot of NGSS aligned materials for K-5 in order to explore newly approved state materials. (Adoption pending resources and adjusted timeline) Continue pilot of NGSS aligned materials for 6-8 and bring recommended materials for Board adoption by June 2019. Continue pilot of Units of Study in Reading in Grades 6-8, adding classroom library materials in order to support a personalized workshop model. Analyze successes and challenges and recommend next steps.

2.18 Strengthen articulation between preschool, TK and K in the area of mathematics. Set up a collaboration Wednesday (District PD Wednesday) for teachers to share practices and identify student learning goals.

Teachers have piloted new state-adopted curriculum. RTI and Special education classes enhance their curriculum with online learning tools such as Read Naturally, IXL math, NewsEla, Star Renaissance, etc. Beyond Differences has been brought in as a student advocacy club to give voice to all of our subgroups.

H: All teachers participated in continued training and coaching sessions to support implementation of CCSS-aligned curriculum in ELA and Math. Math benchmark assessments are in place; teachers gave input to make adjustments this year, and teachers used the cycle of inquiry to analyze student work.

TL: As a school and district we developed and implemented math assessment benchmarks grades 6-8 that include performance tasks for the first and second trimester that teachers calibrated scores across grade levels. Teachers reviewed benchmark data and student progress to plan instruction. All 5th grade teachers also participated in training and coaching sessions to support implementation of CCSS-aligned curriculum in ELA and Math. In both PE and in science classes, teacher worked on meeting the health content standards. Diagnostic reading assessments are given at the beginning of the year and at each trimester to
identify strengths and areas of challenge and connect student to appropriate level texts. New teachers continue to be supported with BTSA and work with an onsite mentor teacher (TL).

WO: All teachers participated in training and coaching sessions to support the implementation of CCSS-aligned curriculum in ELA and Math. In addition, volunteers attended training in the Engineering is Elementary curriculum to implement units to enhance NGSS and the 5Cs, an area that also is being supported by our Maker Space.

Feedback Specific to Site-Led Actions:

Action 2.1 (Collaboration Time)
AR: Teachers and classified staff have participated in training to support instructional strategies related to CCSS-aligned curriculum in the area of reading, writing, and math. Coaching sessions were provided in the areas of ELA and math to support Reading/Writing Workshop implementation and Math in Focus. Mental math strategies were also a focus in professional development sessions.

AYO: All teachers collaborated to analyze student work and plan instructional next steps in Math, Reading, and Writing by looking closely at benchmark data to
review student progress by student and to establish next steps as a grade level team. Teachers utilized this data to determine small group instruction and progress monitoring strategies. Teachers met during their collaborative prep time and during staff meetings to support this work. The results of this collaboration led us to review California Standards and ensure students are mastering skills. RtI was provided by both classroom teachers and special education staff based on data reviewed.

BA: Teachers at BA collaborated throughout the year to plan instruction and calibrate pacing, analyze student work, and compare data across classrooms to inform next steps. Teachers were given additional collaboration time throughout the the year after staff meetings to utilize for grade level discussions.

CMS: CMS teachers collaborated in grade levels and in content areas to look at student work, and analyze student progress. Science teachers were given collaboration time in order to continue to align their practices with NGSS. Special education teachers collaborate with their general education peers to implement grade level curriculum.

H: All teachers collaborated to analyze student work in reading, writing and math and plan
instructional next steps, and our key curricular area of focus this year was the continued implementation of math assessments and benchmarks.

TL: Teachers collaborated in grade levels and in content areas to look at student work, and analyze student progress. ELA teachers have common prep time in order to plan instruction for Reader’s and Writer’s Workshop. Teachers use collaboration tools, Google Classroom and district adopted assessment system, providing transparency, consistency and accuracy pertaining to data.

WO: All teachers collaborated to review formative assessment strategies and create more opportunities for peer feedback within writers workshop and math. Our key curricular area of focus this year was the continued implementation of math assessments and benchmarks.

Action 2.5 (Academic Support/RTI)
AR: Staff members worked to implement MTSS practices school-wide so that students with identified academic and social needs could be connected with the appropriate supports. Progress monitoring was conducted three times per year so that adjustments to the academic supports could be made and collaborative partnerships with families could be established. Students reading
below benchmark received literacy support from our reading specialist. RTI support was designed to address the needs that arose from student data analysis.

AYO: Through the SST process, Teachers and families work together to support and identify the areas of need for struggling students. Math intervention and reading intervention are provided by both the classroom teachers and progress is monitored and supports are adjusted. Healthy Cities tutors support students who struggle in areas of academics identified by teachers.

BA: All at-risk readers in Grades K-3 were served by our early literacy LLI program (RTI) and our support provider collaborated with colleagues across the district to design a district-wide approach to identifying students in need of support, providing targeted intervention, and monitoring progress.

CMS: Assessment data was analyzed and students were identified for extra support classes (RTI) in math, reading/writing and English Language Development in grades 6-8. Curriculum implemented supporting students in RTI classes and at-risk in the area of reading. Healthy Cities tutoring support weekly supporting
students in math, reading and writing.

H: All at-risk readers in Grades K-3 were served by early literacy LLI program (RTI) and our support provider collaborated with colleagues across the district to implement a district-wide approach to identifying students in need of support, providing targeted intervention, and monitoring progress. SST notes template documents the tiers of intervention and progress monitoring. Teachers refer students for increased tiers of intervention using a RTI referral form documenting classroom interventions and progress for literacy and mental health. Teachers develop ELD intervention plans identifying intervention supports and sharing with parents.

TL: Assessment data was analyzed and students were identified for extra support classes (RTI) in math, reading/writing and English Language Development in grades 6-8. Curriculum implemented supporting students in RTI classes and at-risk in the area of reading. Healthy Cities tutoring support weekly supporting students in math, reading and writing.

WO: The most at-risk readers in Grades K-3 were served by early literacy LLI program (RTI) and our support provider collaborated with
colleagues across the district to implement a district-wide approach to identifying students in need of support, providing targeted intervention, and monitoring progress. SST notes document the tiers of intervention and progress monitoring. Teachers refer students for increased tiers of intervention using an RTI referral form documenting classroom interventions and progress for literacy and mental health.

Actions 2.6 and 2.17 (Pilots)
AR: A team of teachers and the principal worked with Stanford University research collaborative to use design thinking to support EL students. Prototypes were implemented and shared with the staff so that iterations could be made to meet student needs. NGSS Foss kits have been piloted and supported by the district science materials associate. Collaboration time has been provided to develop Reading and Writing Workshop units of study and share effective instructional strategies related to ELA.

AYO: Teachers are using both google classroom and/or Seesaw to monitor student progress and share with parents. Teachers have also continued to work with students to develop personalized learning goals, while communicating progress with parents. Teachers use the student-led parent conferences to drive
personalization of support and learning.

BA: Select teachers piloted Engineering is Elementary as well as Lucy Calkins Phonics in grades K and 1. Teachers in all grades piloted the NGSS aligned FOSS units.

CMS: History teachers piloted several programs and selected TCI for adoption. Science teachers explored NGSS-aligned curriculum and are currently piloting curriculum. English teachers continued to pilot Reading Units of Study which will be formally adopted this spring. Math teachers are also working on creating useful and meaningful benchmark assessments for grades 6th-8th. Intervention teachers piloted iLit curriculum.

H: Selected teachers piloted the new Lucy Calkins Units of Study for Phonics in grades K-1 as well as the new NGSS-aligned curriculum from FOSS. Improved teacher communications regarding student progress. Teachers send home communications involving explanations with math tests, and assessments, along with assessment data.

TL: History teachers reviewed several programs, piloted two programs with students, and selected TCI for adoption. Science teachers explored NGSS-aligned
curriculum and are currently piloting curriculum. English teachers continued to pilot Reading Units of Study which will be formally adopted this spring. 5th grade teachers piloted fall goal setting practices to build student ownership and increase communication with families regarding student learning needs and progress. In the 7th grade, math teachers are piloting new forms of grading and systems of feedback provided to students. Math teachers are also working on creating useful and meaningful benchmark assessments for grades 6th-8th.

WO: Selected teachers piloted the new Lucy Calkins Units of Study for Phonics in grades K and 1, as well as the new NGSS-aligned curriculum from FOSS.

Action 2.8 (Maker Spaces/Tinkering).
AR: We developed PlayPods on the upper and lower playground to give students alternative activities to engage in during recess times. Special weeks of the year, such as Earth Week, provide opportunities for students to engage in creative Maker Space activities. Project Based Learning and science lessons provide students with opportunities to experience hands-on learning activities. Engineering is Elementary kits were piloted by four staff members that received hands-on training to deliver
instruction to support STEM practices and concepts.

AYO: Our school continues to offer a robust set of classes and activities that support the 5Cs (collaboration, communication, creative thinking, critical thinking and citizenship/stewardship), these include a trimester Maker space class, Design class and World Language class, garden classes, student- run clubs, student run talent show & used book fair, as well as multiple leadership opportunities (green team, tech support team, student ambassadors, and leadership team.)

BA: Our Maker Space is open! We have a dedicated classroom, stocked with hands-on materials to support the 5Cs. We are exploring different options for engaging the students throughout the day.

CMS: Students can choose “Design” as an elective course where they can engage in a variety of design challenges incorporating NGSS-based skills as well as the 5Cs. Students learn to solve problems with an innovator’s mindset and work together to persevere through set-backs. Making and tinkering also show up in a variety of interdisciplinary PBLs. Students who don’t opt for the Design elective have another opportunity to participate during Quest. Quest period offers a
variety of opportunities for innovation for our students. CMS offers a variety of elective classes such as: art and ceramics, advanced fine art, computer science, band and orchestra. Science classes do some engineering type projects as well including building rockets and self-propelled cars.

H: The playground PlayPod provides alternative recess activities supporting collaboration, communication, creative thinking, critical thinking and making. All teachers implement tech-infused PBL projects. Making and designing opportunities as well as engineering challenges are built into individual classroom activities. Whole school MakerSpace activities are provided to students throughout the year during noon recess facilitated by the school librarian in the library.

TL: The design/innovation elective class was created and added to the master schedule where students can engage in a variety of design challenges incorporating NGSS-based skills as well as the 5Cs- communication, collaboration, creativity, critical thinking, citizenship/stewardship. A classroom is dedicated to this course with supplies and materials including laser printers and 3-D printers. In fifth grade at Mariposa, the Maker’s Space was formed with a dedicated classroom and
students visit weekly and have access during recess breaks.

WO: We continued to deepen connections between our Maker Space and core curriculum as well as the 5Cs. All students visited the space regularly this school year. Students engaged in design challenges incorporating the 5Cs, a Learning Mindset, and NGSS-based skills such as the Engineering Design Cycle. The Maker Space was also utilized for Project Based Learning projects.

Action 2.9 (Reused for 2018-19- see below):
Continue to explore new funding options for health education including support for staff training on illness prevention and intervention, sexual health, diversity expansion and alcohol, tobacco and other drug prevention

Please Note: Action 2.9 was previously deleted due to the anticipated loss of funding. However, Tobacco Use Prevention Education (TUPE) funding was received for 2018-19 and anticipated again for 2019-20. Therefore, this action and related funding was reinstated this school year. Tierra Linda and Central Middle Schools funded presentations from outside consultants to assist with the increased number of incidents.
**Action 2**

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<thead>
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<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
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<tbody>
<tr>
<td><strong>INCREASED OR IMPROVED SERVICES FOR SUBGROUP 2.13 Technology Staff to support students and teachers in classrooms and with specific apps (e.g. Duolingo, Rosetta Stone, etc.) and programs to support student learning</strong> (Focus on ELD, Math, ELA)</td>
<td>Overall, sites are exploring a variety of online tools to support the progress of English Learners. Site and district technology staff support the implementation of these tools. Teachers are monitoring progress using a local tool, noting growth towards the ELD standards for every EL student each trimester. AR: Students were identified based on English proficiency levels determined by the ELPAC. In addition to small group instruction to support students in the classroom, students received structured instruction in English Language Development by dedicated staff. Students used online support services. Some students received targeted reading instruction through our Literacy Support staff. In addition, four staff members participated in a Stanford University research collaborative that utilized design thinking to create prototypes that would support EL students in the classroom meet action plan goals. Online learning apps also were utilized to personalize learning for students needing support or enrichment.</td>
<td>2.13 costs included in CLASS salary Goal 1 (includes benefits) 2000-2999: Classified Personnel Salaries Base 0</td>
<td>2.13 costs included in CLASS salary. Goal 1 (includes benefits) 2000-2999: Classified Personnel Salaries Base 0</td>
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AYO: English Learners were identified based on the English Language Proficiency Assessment of California determined by the district literacy teachers. Teachers individually monitored ELD student progress using ELD rubrics. Students who need support beyond what the classroom can offer are typically placed in our ELD class shared with CMS. Students who have been reclassified are monitored by grade level teachers for 2 years. Teachers update their progress monitoring in Illuminate.

BA: English Learners were identified based on English proficiency levels assessed by the District Literacy teachers. Based on their identified level, students received varying levels of support, ranging from collaboratively developed (teacher and literacy specialist) supplemental tasks for classroom instruction and/or additional literacy support outside of the classroom. Teachers also maintain progress data including growth and areas in need of improvement/support. Teachers also share the classroom ELD plan with parents during the fall parent conference time. Finally, they update progress monitoring each trimester into Illuminate.

CMS: Students are identified based on English proficiency levels, teachers work together in
grade level teams to monitor ELD student progress using rubrics. Students who need support are typically placed in our ELD/RTI class. Students who have been reclassified are monitored by grade level teachers. Reclassification criteria were identified and tracked for EL students. Teachers examined new curriculum for EL students. RTI teachers piloted iLit curriculum with support from technology staff.

H: Our site tech associate provided designated devices to classrooms with a variety of designated programs installed to support English language development.

TL: Teachers and administrators attended conference and coached teachers in using Illuminate to analyze data and plan for individualized student instruction. Tech associate supports all staff with integration of technology resources, including Illuminate to assist with creating standards based learning targets and grading practices. Students are using technology apps in all subject areas for learning, intervention, collaboration, project creation and presentation, design, and to give input and receive feedback.

WO: Students are identified based on English proficiency levels, teachers work together in grade level teams to monitor ELD student progress using rubrics. Students
who have been reclassified are monitored by grade level teachers. Reclassification criteria were identified and tracked for EL students.

## Action 3

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<th>Planned Actions/Services</th>
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<tbody>
<tr>
<td>INCREASED OR IMPROVED SERVICES FOR SUBGROUP 2.14</td>
<td>Continue to implement updated Reading/Literacy Support program based on feedback and progress from last year's work to provide supplemental support to English Learners in ELD academic enrichment beyond their core integrated/designated instruction to improve and make academic growth</td>
</tr>
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Overall, the Reading/Literacy support program is organized to equitably meet student needs across all school sites K-3. When English Learners demonstrate a need for literacy support outside of the general education classroom, they receive literacy support along with English-only students as part of the Reading/Literacy support program. Student progress is monitored using common tools and benchmarks across sites. The literacy team of support providers collaborates regularly with each other and District staff to refine and enhance the instructional program, share resources and improve practices.

AR: Students who demonstrate a need for support through district assessments receive intervention support as part of the Reading/Literacy support program. In addition personalized learning plans were developed for English Learners, specifying the instructional strategies and resources that will be provided in order to support each child's learning needs.

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<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
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<tr>
<td>2.14 (includes benefits) 2000-2999: Classified Personnel Salaries Title 1 $26,000</td>
<td>2.14 (includes benefits) 2000-2999: Classified Personnel Salaries Title 1 $27,950</td>
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progress. These action plans were shared with families during conferences. RTI support was also provided for students performing below benchmark in identified academic actions.

AYO: Students who demonstrate a need for support are able to receive support via our Tier 3 RTI intervention support program which is available for reading, writing, and math. Programs are offered during school and before school to accommodate student needs. Students who need support in the classroom are able to receive accommodations through the SST/intervention process.

BA: Reading/Literacy support is provided to students who demonstrate a need for support beyond classroom intervention. Students attend Literacy support on a consistent basis and data is taken to measure progress/growth. Additional time in literacy support is determined by a review of the data over time. English learners are supported in the classroom and as part of the support parents and teachers collaborate to determine best personalized learning plan/strategies for the child.

CMS: Students who demonstrate a need for support are able to receive support via our RTI classes which are available for reading, math, ELD or general
supports. Students who need support in the classroom are able to receive accommodations through the SST/intervention process. Some students who need support in the classroom are able to receive accommodations through the SST/intervention process which includes social, emotional and behavioral learning plans. Teachers identify students in need of support by analyzing formative and summative assessment and use English Learner progress monitoring tools. Math benchmark assessments include performance tasks and grading practices were calibrated by the math department at both middle schools in order to inform instruction and identify students in need of intervention.

H: Teachers utilize the Reading and Writing Units of Study ELD Toolkit to support EL learners in Reading and Writing Workshop, providing Tier 1 and 2 targeted support for ELs. All students who demonstrate a need for additional support receive Tier 3 RTI literacy intervention support at part of the Reading/Literacy support program. Referrals are made to this program after teachers have indicated specific skill needs and in-class Tier 2 RTI support. In addition, teachers and parents collaborate to design personalized learning plans for English Learners, specifying the instructional strategies and resources (including
technology) that will be provided in order to support each child's progress.

TL: Students who demonstrate a need for support are able to receive support via our RTI class. This requires a schedule change for these students. Some students who need support in the classroom are able to receive accommodations through the SST/intervention process which includes social, emotional and behavioral learning plans. Teachers identify students in need of support by analyzing formative and summative assessment and use English Learner progress monitoring tools. Math benchmark assessments include performance tasks and grading practices were calibrated by the math department at both middle schools in order to inform instruction and identify students in need of intervention. Students lead goal setting conferences in the fall that include parents/guardians.

WO: The most at-risk students who demonstrate a need for support receive intervention support as part of the Reading/Literacy support program. In addition, teachers and parents collaborate to design personalized learning plans for English Learners, specifying the instructional strategies and resources (including technology).
that will be provided in order to support each child's progress.

### Action 4

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<tr>
<td>INCREASED OR IMPROVED SERVICES FOR SUBGROUP 2.15</td>
<td>Overall, Maintenance and custodial staff received training on the use of cleaning supplies and general repair and locksmith techniques. Technology staff participated in monthly meetings with District Technology leaders to enhance their knowledge and align practices across the district. Bus drivers also meet regularly to discuss common issues they are seeing with students on the bus and communication with site principals. Literacy Associate and Reading Teachers participated in training and coaching sessions in Units of Study in Reading, as well as training on the Leveled Literacy Intervention system (LLI). Special Education para-professionals were trained by sped staff in the areas noted in the plan.</td>
<td>2.15a &amp; 2.15c Deferred maintenance (includes benefits) 2000-2999: Classified Personnel Salaries Other $1,500</td>
<td>2.15 &amp; 2.15c Deferred maintenance (includes benefits) 2000-2999: Classified Personnel Salaries Other $1,670</td>
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<tr>
<td></td>
<td>AR: Technology was supported by a technology associate who analyzed apps and online resources to support all student groups and provide equity and access. Bus drivers provided training for students who used this transportation mode so that safety protocols were established. Paraeducators working in the special education department</td>
<td>2.15b, d and e Included in Classified Personnel Salaries (includes benefits) 2000-2999: Classified Personnel Salaries Base 0</td>
<td>2.15 b, d and e Included in Classified Personnel Salaries (includes benefits) 2000-2999: Classified Personnel Salaries Base 0</td>
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participated in job-specific training. All teachers were released from the classroom to participate in coaching sessions that focused on providing strategy groups to address the needs of all student groups.

AYO: Our Ed Specialist attended training and coaching sessions as part of the Units of Study in Reading and Writing this school year. SPED staff was trained in Fountas and Pinnell to support differentiated assessments for reading. Special education para-professionals were trained by sped staff in the areas noted in our plan.

BA: The literacy teacher at BA participated in coaching sessions with our classroom teachers to support the implementation of Units of Study in Reading, a curriculum aligned to the CCSS with an emphasis on the personalized workshop model. Additionally, our literacy teacher was trained on the administration of the ELPAC, the new English Language assessments. Custodians were trained in safety procedures.

CMS: Our Ed specialists, and our RTI class teachers are able to work with GE teachers as needed to share effective strategies to support our students. ELA teachers, using the workshop
approach to reading and writing are able to personalize the levels of books and establish appropriate exceptions for students with their writing. Paraeducators work closely with education specialists and general education teachers to support all students.

H: Technology integration and teacher productivity was supported by a technology associate who analyzed apps and online resources to support all student groups and provide equity and access. She also provided teacher training on use of technology throughout the year during staff meetings. Bus drivers provided training for students who used this transportation mode so that safety protocols were established. Paraeducators working in the special education department participated in job-specific training.

TL: Our Education Specialists, and our RTI class teacher are able to work with general education teachers as needed to share effective strategies to support all students. Paraprofessionals attend training that pertains to working with students who need support in behavior, social emotional learning and academics. ELA teachers, using the workshop approach to reading and writing are able to differentiate the levels of books and establish appropriate scaffolds for students with their writing. In addition, a “Math Facts Boot
Camp" was offered to 5th grade students before school for extra support. Bus drivers held safety training with students reviewing procedures for evacuation and emergency. Custodial staff was trained in the use of safe cleaning supplies for school environments.

WO: Custodial staff were trained in the use of safe cleaning supplies for school environments.

Paraeducators work closely with education specialists and general education teachers to support all students.

### Action 5

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<tr>
<td><strong>INCREASED OR IMPROVED SERVICES FOR SUBGROUP 2.16</strong> Continue to strengthen integrated ELD in the adopted ELA curriculum, developing Integrated ELD lessons across all content, as well as, specific, practical strategies to support and progress monitor English Learners and Reclassified-English Learners:</td>
<td>Overall: a: Core teachers K-5 used the ELD toolkit as a supplement to the Units of Study in Reading and Writing in order to address learning needs of English Learners. Teachers continue to use these tools in their mini-lessons. b. Teachers piloted Pearson's &quot;iLit&quot; ELD Program with some success. Reviews and results were mixed. Further exploration is required in this area. c. Teachers used ELPAC data and recorded and monitored progress of ELs towards the ELD standards/ELA CCSS using a</td>
<td>2.16 (includes benefits) 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $72,342</td>
<td>2.16 (includes benefits) 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $73,340</td>
</tr>
<tr>
<td>a. Fully implement ELA/ELD standards and specific strategies into reading/writing curriculum (California ELD Supports in the Units of Study) and PBL units California ELD Supports in the Units of Study</td>
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2.16g Included in salary of certificated management staff (includes benefits) 1000-1999: Certificated Personnel Salaries Base 0

2.16g Included in salary of certificated management staff (includes benefits) 1000-1999: Certificated Personnel Salaries Base 0
b. Begin piloting EL curriculum in grades 4-6

c. Maintain progress monitoring of EL students' growth implementing our new monitoring mechanism for EL and R-FEP students and support instruction/intervention of these learners on a minimum of a trimester basis

d. Refine and integrate selected online learning programs to support English Acquisition of identified successful programs

e. Provide trainings for parents of ELs new to our district

termester progress reporting form to assist with instruction/intervention of EL's on a minimum of a trimester basis, and to give input on the R-FEP process.

d. A variety of online programs are used by teachers to support EL students, such as Lexia, BrainPop EL, and Rosetta Stone. Further refinement of "District approved" apps for this purpose for the 2019-20 school year is currently taking place.

e. The DELAC has guided this work and provided valuable feedback. Rather than having EL parent meetings that are sparsely attended, the committee recommended having overarching tools available to EL families (such as a glossary of educational terms), and pairing EL families with "buddy" families at the school site that speak the same primary language. These mechanisms would facilitate communication between families, District staff and Site Principals. This action will be modified for 2019-20 to reflect that change.

AR: Teachers maintained progress monitoring schedules housed in Illuminate to allow all staff to see the impact of ELD instruction on student performance. This assessment data was used to re-designate students that met the criteria for English proficiency.
Action plans were created for students that needed additional support based on the needs identified by comparing ELD rubrics with assessment data.

AYO:
Teachers have been trained on assessment tools using the Units of Study toolkit in both reading and writing. They have also progress monitored their EL students by filling out the ELD rubrics on ELL students 3 times during the year. In addition, teachers have progress monitored their students who had been reclassified within the last two years to ensure they were still performing at or above grade level.

BA:
Teachers engaged professional learning that targeted instructional strategies, assessment tools, and protocols using the Units of Study ELD toolkit to address the range of support for English Learners. Progress monitoring occurs at each trimester, when teachers assess student growth utilizing a detailed rubric and entering scores into Illuminate. Progress monitoring also occurs for students who have been reclassified to monitor their performance for an additional two years.

CMS:
CMS worked together at staff meetings to look at our individual students who need ELD support.
Rubrics are being used actively by all teachers at each grade level to better get to know the needs of our students. CMS staff also uses our new RFEP monitoring tool to ensure students continue to make strong progress after reclassification. iLit curriculum was piloted in Reading RtI classes to support English learners and others needing reading support and vocabulary development.

H:
All Heather teachers developed an ELD Intervention Plan for each of their EL students, identifying individual English language support needs being provided in the classroom, including a variety of digital programs and apps. In addition, EL students who need additional support with reading participate in Reading Club, a pull out program targeting literacy skills. Teachers utilize the Lucy Calkins ELD Strategies curriculum to integrate into Reading and Writing Workshop. Teachers assess each EL, 3x/year on the CCSS aligned ELD Standards and enter progress into Illuminate. Assessment data was used to re-designate students that met the criteria for English proficiency. ELD intervention plans were developed for LEP students that needed support based assessment results. Reclassified students are progress monitored each trimester.

TL:
Teachers worked together at staff meetings across disciplines to look at our individual student data (ELPAC, SBAC, writing and reading assessments) who are Long-Term English Learners and needing ELD support. Rubrics are being used actively by all teachers at each grade level to better get to know the needs of our students. Fifth grade teachers also used the Supports for English Language Learners in Units of Study for Lucy Calkins Reading. All teachers used progress monitoring for ELD standards each trimester.

WO:
Progress monitoring occurs at each trimester, when teachers assess student growth utilizing a detailed rubric and entering scores into Illuminate. Progress monitoring also occurs for students who have been reclassified to monitor their performance for an additional two years.

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

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

Overall, strong progress was made in this goal. All K-5 Teachers implemented Math in Focus for a second year and Reading Units of Study (including an ELD toolkit) for a third year. In addition, Teachers in Grades 6-8 also piloted Reading Units of Study, and a recommendation to adopt this curriculum will be made in May, 2019. Both the math and reading curricula were supported by coaching, lesson demonstrations and collaboration time for teachers, as well as Illuminate data analysis tools to support teacher reflection on student progress and data-based instructional planning. The enhancement of the District assessment system continued this school year, aligning reading assessments K-5 with the addition of the Teachers College Reading Assessments in grades 4-5. These running
record tools provide an individualized reading level for each child, facilitating the "just right" book matching and coaching that occurs during personalized reading workshop. K-3 teachers continue to use the DRA-2 running record tool, and the Early Literacy Intervention teachers continue to use the Fountas and Pinnell running record system. As a result, each child's individual reading level is monitored and personal growth is supported in grades K-5.

Principals worked as a team to develop tools for staff inquiry cycles, and share data tools from Illuminate during site and district-wide staff development sessions. In addition, the District Reading/Literacy support program is organized to equitably meet student needs across all school sites K-3. When English Learners demonstrate a need for literacy support outside of the general education classroom, they receive literacy support along with English-only students as part of the Reading/Literacy support program. Data collection and identification practices, core services, parent education and progress monitoring tools are aligned throughout the district. Significant progress was made in ELD, although much work is yet to be completed. Teachers and principals from three schools (Heather, Arundel and Mariposa at TL) participated in a collaborative research study in collaboration with Stanford University, Sequoia Union High School District (SUHSD) and each of SUHSD's feeder districts. The study, titled the English Learner Design Thinking Project, focuses on how to best serve EL students in districts with relatively low numbers of EL students. This work, along with the implementation of regular progress monitoring each trimester is shining a light on ELD, which has resulted in highly increased rates of EL reclassification across SCSD.

In math, teacher developed District benchmarks were revised and administered for the second year in grades K-5 to support progress monitoring and personalized learning, creating new opportunities for teachers to collaborate and identify best practices in support of student learning. Teacher developed math benchmarks were implemented for the first time in Grades 6-8. Teachers in Grades K-8 analyzed data and provided feedback on potential benchmark revisions for next school year following each administration.

Significant progress was made in the area of Curriculum Pilots and Adoptions that align to the adopted California Content Standards in each subject area, as follows:

**Middle School (Grades 6-8):**
- History/Social Science teachers in grades 6-8 completed a pilot and recommended TCI's "History Alive," which was Board adopted in February, 2019.
- Grade 6-8 Science teachers engaged in a collaborative process to choose two new texts to pilot. The committee will bring forth a recommendation for adoption to the Board by May 2020.
- The Units of Study in Reading in Grades 6-8 was piloted throughout the 18-19 school year, and coaching was provided for all teachers. A recommendation to adopt the program will be made to the Board in May, 2019.

**Elementary (Grades K-5)**
- K-5 Science Committee teachers continued to pilot Next Generation FOSS and engaged in a collaborative process to choose two new texts to pilot. The committee will bring forth a recommendation for adoption to the Board by May 2020.
- A Phonics Committee of K-1 teachers was convened to pilot the Units of Study in Phonics. A recommendation to adopt the program for Grade K-2 will be made to the Board in May, 2019.
In addition to these pilots and adoptions, to further support NGSS, PBL and the 5Cs in K-5, SCSD received a grant again this year from Dell Corporation to implement Engineering is Elementary (EIE). Participating teachers opted to attend professional development to learn how to integrate these design challenges into their curriculum.

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

Overall, many successes were identified across this goal. Schools continued to increase the use of data and analysis of student progress by trimester, empowering teachers with new tools to support collaboration about best practices. Job-embedded professional development (coaching) continued in reading and math. Teachers reported that this model is providing the support they need as they implement curriculum and explore practices for personalizing learning. Updated CCSS-aligned materials in ELA and Math are in place K-8, district-wide for the first time in several years, and this work will continue in the other subject areas. This work provides coherence amongst sites and teachers that allows for conversation and collaboration across all schools.

Overall student performance on the SBAC increased. However, the achievement gap is still evident in the analysis, and performance of certain subgroups fell short of overall goals. Reading continues to be an area of strength across the district. Although all students fell short of the target goal of 89% proficiency, significant progress was made in each subgroup (EL, SED and SWD), as evidenced by each group meeting or exceeding their target goals in this area. Math benchmark data reveals another area of strength, as all students and each student subgroup met or exceeded target goals in mathematics. Although teachers report greater success in volume and quality of student writing, writing benchmark scores declined rather significantly this school year in each grade level, and in each subgroup. This drop is attributed to more accurate scoring of the assessments with the assistance of an outside coach who is an expert in this area. Moving forward, these updated scoring criteria will be used, and target goals will be significantly adjusted for 2019-20.

Another area of significant progress is a higher RFEP (Reclassification Fluent English Proficient) rate over the past three years (4.12% at CBEDS 2016, 19.43% at CBEDS 2017, and 27% at CBEDS 2018). This is attributable to the spotlight the district has placed on the RFEP process and progress monitoring. However, across all other measures, there were drops in achievement for EL’s. Upon further analysis, these drops are likely attributable to the larger percentage of RFEP students that are no longer taking these measures as EL students. In essence, SCSD is testing only “true” EL students at this point in time.

According to the 2019 District Strategic Plan Survey, parents view the academic program as just as rigorous as they reported in 2018. It is important to note the significant increase in the percentage of respondents (48.5%) as compared to the previous year (21%). Due to the increase in the sample size, any small increase or decrease in the data is likely statistically insignificant. Staff is pleased with the significant upswing in participation in this survey, as it significantly increases the credibility of the data.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2.18 now includes $750 in consulting services for a professional development titles Counting Collections from San Mateo County Office of Education.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There are no significant modifications to this goal or the metrics used to measure progress, with the exception of the following:

- The CELDT is replaced by a new metric based on the ELPAC
- In collaboration with math teachers, the District decided not to develop a Grade 8, Trimester 2 Benchmark for mathematics, as all Grade 8 students are required to take the Sequoia High School District math placement exam at or near the end of Trimester 2.
- Action 2.16e was rewritten to reflect input from DELAC as explained above.
- Action 2.9 was previously deleted due to the anticipated loss of funding. However, Tobacco Use Prevention Education (TUPE) funding was received for 2018-19 and anticipated again for 2019-20. Therefore, this action and related funding was reinstated this school year and for 2019-20.

The 2019-20 budget was updated and reflects several changes in the following areas:

- $130,000 previously budgeted for PD in ELA and ELD (Action 2.2) has been eliminated, as this expenditure will be funded from other sources
- $374,421 previously budgeted for site allocations to fund Certificated Salaries and Benefits in support of unduplicated pupils (Action 2.5) has been reallocated as follows: $227,000 to assist in funding the Literacy Support Program (Action 2.14); $115,000 to fund a Curriculum Coordinator in support of professional development for all teachers
- $187,821 previously budgeted for books and supplies to increase communication to all families (Action 2.12) has been reduced to $30,000, as communication systems have been rebuilt and only maintenance is required at this time. The remaining $157,821 has been reallocated to Actions 4.2 and 4.5 in Goal 4.

The additional funding needed for the Literacy Support Program ($152,154) will be provided by the Low Performing Student Block Grant. This has also been added to the 2019-20 budget.

In addition, some targets were adjusted based on current progress.
### Annual Update

**LCAP Year Reviewed: 2018-19**

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

### Goal 3

Create structures to support personalized learning opportunities for students, considering developmental stages and other factors relevant to P-3, 4-5 and 6-8 grade level configurations

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 2: State Standards (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 3: Parental Involvement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
</tr>
</tbody>
</table>

| Local Priorities: | 5Cs/Habits of Mind |

### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCSD Strategic Plan Survey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) Percent of teachers that report that they integrate online learning services at least two to three times per week:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Percent of students that agree that their teacher(s) provide them with extra learning activities so they can keep learning outside of school</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SCSD Strategic Plan Survey 2019

Percent of teachers that report that they integrate online learning services at least two to three times per week:
64%; Increased by 4%; Target (65%) Nearly Met

Percent of students that agree that their teacher(s) provide them with extra learning activities so they can keep learning outside of school:
67%; Increased by 3%; Target (69%) Not Met
<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>18-19</strong>&lt;br&gt;Targets (Increase by 5%)&lt;br&gt;1) 65%&lt;br&gt;2) 69%</td>
<td>Preschool Parent Survey Spring 2019&lt;br&gt;Percent of families that report Staff communicates successes and/or concerns when appropriate:&lt;br&gt;96.89%; Increased by .89%; Target (Maintain 95% or Higher) Met&lt;br&gt;In addition, a number of parents commented requesting more communication about positive news and more attentiveness from staff upon pickup.</td>
</tr>
<tr>
<td><strong>Baseline</strong>&lt;br&gt;1) Percent of teachers that report that they integrate online learning services at least two to three times per week: 46%&lt;br&gt;2) Percent of students that agree that their teacher(s) provide them with extra learning activities so they can keep learning outside of school: 63%</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong>&lt;br&gt;SMART-E Preschool Parent Survey&lt;br&gt;Staff communicates successes and/or concerns when appropriate:&lt;br&gt;% of parents strongly agreed/agreed</td>
<td></td>
</tr>
<tr>
<td><strong>18-19</strong>&lt;br&gt;Target:&lt;br&gt;Question: Staff communicates successes and/or concerns when appropriate&lt;br&gt;Goal: Maintain 95% or higher (agree + strongly agree)</td>
<td></td>
</tr>
</tbody>
</table>
**Metric/Indicator**
SCSD Strategic Plan Survey

**18-19**
**Targets**
Aim for or maintain 85% or higher

Survey Prompt: The homework my child receives is meaningful in supporting his/her learning
Percentage of parents who responded favorably to the prompt (agree or strongly agree)

<table>
<thead>
<tr>
<th>% of ALL parents (77%)</th>
<th>% of parents of SWD (81% or higher)</th>
<th>% of parents of English Learners (88%)</th>
<th>% of parents SED (85%)</th>
</tr>
</thead>
</table>

**Baseline**
Survey Prompt: The homework my child receives is meaningful in supporting his/her learning
% of parents who responded favorably to the prompt (agree or strongly agree)

Baseline for 2017-2018
<table>
<thead>
<tr>
<th>% of ALL parents (72%)</th>
<th>% of parents of SWD (76%)</th>
<th>% of parents of English Learners (88%)</th>
<th>% of parents SED (80%)</th>
</tr>
</thead>
</table>

**SCSD Strategic Plan Survey 2019**
Percent of parents that report that the homework their child receives is meaningful in supporting his/her learning:
Parents of ALL Students: 73%; Increased by 1%; Target (77%) Not Met
Parents of English Learners: 76%; Decreased by 12%; Target (88%) Not Met
Parents of SED Students: 85%; Increased by 5%; Target (85%) Met
Parents of SWD: 78%; Increased by 2%; Target (81%) Not Met

Of note is the significant increase in the number of families participating in the survey, as follows:
2725 Parents responded to this question in Spring 2019, an increase of 1604 responses over Spring 2018 (1121 Responses)
185 Parents of EL's responded in Spring 2019, an increase of 78 parents over Spring 2018 (107 Responses)
121 Parents of SED students responded in Spring 2019, an increase of 56 parents over Spring 2018 (65 Responses)
221 Parents of Students With Disabilities responded in Spring 2019, an increase of 122 parents over Spring 2018 (99 Responses)

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

**Action 1**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
3.0 Educators will implement strategies for personalized learning as part of our work to transition district-wide to P-3, 4-5, 6-8 structures:

3.1 Continue to build common and deeper understanding of Personalizing Learning among staff, clarifying our vision (what/why/how) for this work, celebrating examples of how this commitment shows up in our practices and in student experiences, identifying a timeline for our steps towards deeper implementation and checkpoints to measure progress along the way.

3.2 Implement board policy on homework as a vehicle for personalizing learning, supporting consistent implementation across grade level teams and across school sites.

3.3 Evaluate our progress on personalizing professional learning and determine next steps in order to meet varied staff needs (See 3.1)

3.4 Foster continued refinement of PBL units throughout the district, including:

a. Develop a tool for assessing components/rigor of PBL units including the 5Cs and the CCSS. Support teachers with time to use this tool to reflect on their PBL work to date, and determine next steps.

Overall, SCSD is making strong progress in the area of personalizing learning (PL). Teachers are trying a variety of new tools and approaches, and exploration is encouraged. Middle schools continued implementation of modified block schedules and a variety of electives to support a voice and choice. The block schedule also allows for the implementation of a QUEST period once per week. The QUEST period allows sites to implement Social Emotional Learning curriculum for students for the required number of lessons, and, more importantly, allows students to choose an area that they would like to study from a menu of choices developed by school staff for the remainder of the sessions. The 4/5 schools also are implementing schedules and programs with these ideas in mind.

3.2 The homework policy is taking root, and teachers are continuing to experiment with variety of new strategies to implement the policy.

3.3 A variety of data was gathered via the Strategic Plan Survey, PD survey and Leadership Team discussions in order to assess progress in the area of PL.

3.4 Project-based learning (PBL) has become a regular practice at all
b. Determine a sustainable way for teachers and staff to share projects within and across SCSD schools (Google Site? Pinterest? Other?)

3.5 Continue to enhance personalized learning through school schedules, community partnerships and creative use of facilities. Begin to identify a core set of technology tools that support personalizing learning in ELA, ELD and Math in Grades K-8.

3.6 Increase frequency and efficacy of communication to partner with all stakeholders including:
   a. Homework
   b. 5Cs/Habits of Mind/PBL
   c. Develop a year-at-a glance of parent education for distribution at the beginning of the school year
   d. Improve newsletter communication, social media and website presence that is aligned and condensed
   e. Progress updates on student portfolios/progress reporting updates
   f. Preschool parents ("good news" updates on student progress)

3.7 Expand and align parent education through a variety of formats including PIE nights, newsletters, parent coffees, PTA events, website updates, etc. to provide understanding to all of the major initiatives

schools, and the 5Cs are increasingly evident in school communications and practices. The development of a tool for assessing PBL is still ongoing, and while a repository for sharing PBL projects across the district was developed, it was not widely used. Therefore, and an increase in emphasis in the area of PBL will take place during the 2019-20 school year.

3.5 Work in identifying a core set of technology tools continued throughout the school year. The District plans to identify this core group and move forward with a published "District Standard" of applications that will be centrally funded for the 2019-20 school year.

3.6 With many changes in the SCSD Leadership Team (The Superintendent, Assistant Superintendent, CBO, Director of Personnel and six site Principals were all new for 2018-19), increased communication was an important goal. The Leadership Team met weekly to discuss issues and align practices across the district and/or grade spans. The Superintendent distributed many district-wide updates regarding a variety of issues and principals collaborated to align newsletter communications in a variety of areas including safety,
5Cs, reading, math, and homework.

3.6c and 3.7
SCSD hosted 11 District-wide Parent Education events on the following topics: Media Use, Puberty, Healthy Family Connections, Drug Use Prevention, and Math Support and Placement. Each event was very well attended and followed up with links to resources that are housed on the District and or school websites.

AR: Students receive literacy intervention and RTI support to help each child meet or exceed grade level expectations. Opportunities for student leadership include Green Team, Traffic Controllers, Student Council, and interest based clubs during breaks. At our morning meetings, the 5C’s are highlighted with examples from classroom lessons and projects that illustrate the habits of mind. Goal setting conferences were piloted in the Fall in Kindergarten and applied to the other grades in the coming school year in an effort to personalize the learning experience of each child through a strong home-school connection and collaboration.

AYO:
Grade level teams collaborate weekly to determine ways to better
differentiate and personalize learning. This includes improving upon practices that include personalized student goal setting, parent conferences and progress reporting. All classroom teachers are implementing PBL to broaden the 5Cs engagement and deepen cognitive rigor. Teachers are finding ways in order to support cross-curricular subject matter that provides authentic PBL opportunities. Student ownership and leadership has also been expanded through student-led clubs that are offered during lunch recess.

**BA:**
BA teachers continue to implement, share, and refine PBL grade level projects to allow students the opportunity to engage in real life, meaningful experiences. Parents are included as an audience to provide a real life experience as a showcase.

**CMS:**
CMS staff continue to look for ways to offer voice and choice as a way to personalize learning for students. Examples of this include the reading and writing workshop approach in ELA classes, a wide variety of elective offerings, Quest classes, and an ongoing process of goal setting and reflection. PBLs happen across all subject areas throughout the year. Students use checklists and
rubrics to self-assess their progress.

H:
Heather teachers worked with students to develop personalized learning goals, with students participating in their own progress monitoring and progress on goals communicated to parents. In addition, all teachers used a variety of digital resources personalizing learning and supporting students' learning goals. All classroom teachers are implementing PBL to deepen cognitive rigor, integrate learning in meaningful ways and inspire student engagement/leadership and the 5Cs. Teachers have collaborated with district grade level teachers to collect At-home Learning menus in a shared Google folder.

TL:
Reader’s and Writer’s Workshop creates opportunities for differentiation for all students and small group for English Learners. Project Based Learning happens across the subject areas, and the workshop approach in ELA classes, we are increasing student choice and voice as part of personalized learning. Specifically, students participated in ABC History Book Project, choice/voice on Now and Then Renaissance Project, Creation of a Cold Pack, and Poetry Books. Students had
choice in response to argument writing prompt and book study for informational unit which led to measurable growth in students’ reading levels (grades 5-8). In 5th grade educators scaffold instruction and implement rotations within the workshop style approach. Goal setting, conferring and mini-lessons all support personalized learning. Students use checklists and rubrics to self-assess their writing and set goals. In 5th grade, our homework policy is reflected through student choice homework menus and modified assignments based on academic levels. Teachers pair for instruction to create lessons for multiple classes that allow personalized learning for those students that need more attention. Stations/rotations are built in for students in specific groupings to enhance understanding the concepts for those who need reinforcement. Teachers also use the Learning Commons to accommodate co-taught experiences. Fifth grade students participate in goal setting each trimester. Fifth grade student-led conferences occur in the fall with focus on goals met so far, along with setting future goals.

WO:
All classroom teachers are implementing PBL to deepen cognitive rigor, integrate learning in meaningful ways and inspire student engagement/leadership.
Site-Led Actions 3.2 (Homework)

AR: Grade level planning time is set aside for team to collaborate to create consistent homework menus or at home learning plans in alignment with our district policy. As families connect with our school at Back to School Night, teachers have made a concerted effort to explain and diversify the at-home learning piece of every student’s educational experience. Homework expectations and options have included differentiated activities and tasks meant to engage students at their academic level. Reading books at their level is expected nightly from all students.

AYO: Teachers expect that all students read every night (personalized reading levels). Students also complete math practice that supports their needs, and extension activities that could include class project completion and independent projects.

BA: Personalized learning goals and homework/learning menus are being implemented across all grade levels at BA. Staff adheres to our district-wide homework policy—we emphasize nightly reading based on independent reading level.

CMS: Teachers provide a menu of homework options to support
students' needs. Across all subject areas, teachers are reexamining homework practices to ensure that homework is meaningful, rigorous, and a good use of time. When possible, students are given time in class to get started on homework.

H: Teachers collaborated in grade level and multi-age teams to develop homework menus aligned with our district homework policy.

TL: In 5th grade, our homework policy is reflected through student choice homework menus and modified assignments based on academic levels. Middle schools have changed the way we weight homework in alignment with our Strategic Plan. Based on August 16 professional learning opportunities, students have the opportunity to practice and demonstrate mastery of learning targets and engage in retests for concepts that are not yet mastered, improving their overall grade. Across all subject areas, teachers are reexamining homework practices to ensure that homework is meaningful, rigorous, and a good use of time. ELA teachers require reading a book from a specific genre outside the classroom in order to build language and vocabulary and connect to the current unit of study, learning targets and standards. When possible,
students are given time in class to get started on homework.

WO: All grade level teams collaborate to create homework menus aligned with our district homework policy.

**Action 2**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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<th>Budgeted Expenditures</th>
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</thead>
</table>
| 3.8 Expand pilot of modified conference plan to include fall goal setting, a focus on personalized learning and explore pilot of digital portfolios | Overall, the district encourages creativity and innovation. When teachers and/or school sites want to pilot a new approach in order to deepen our work in the areas identified in our Strategic Plan, the district embraces and supports those efforts.  
K-3 Site principals led PD for teachers regarding the transition to a Fall goal setting conference model. As a result, all schools will move to a Fall goal setting conference model for 2019-20, with conferences occurring in early October rather than at the end of the first trimester. Additional PD will be offered by principals regarding the structure and content of these conferences with teachers, and the new expectations will be communicated with parents early next school year. | 3.8 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $2,000 | 3.8 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $2,000 |

AR:
Grade levels have worked together to analyze student work in order to personalize instruction and provide a rigorous learning experience for all students. District-wide, staff get together to collaborate and share successes related to Project Based Learning as well as best practices being used in classrooms with positive results. Each week, grade level teams collaborate with each other to determine the best approaches to teaching grade level standards in innovative, rigorous, and engaging ways.

AYO:
Our staff fully implemented student-led goal setting conferences. This approach included fall goal setting with student and parent input and a revisit and reporting on goals with the 2nd trimester report. In addition, teachers are also using new ways to communicate and share progress with parents, through the use of See-Saw and google classroom.

BA:
BA will explore pilot options related to fall goal setting and/or a modified conference plan in the coming year. Admin has begun planting the seeds of a goal oriented approach with BA families- goal setting templates have been shared with BA families after each grading period.

CMS:
Teachers work together in grade level teams on a process of student goal setting and reflection. Grade level teams conduct parent teacher conferences in October in which students show their work and talk about their learning. Staff received training in sound grading practices and began developing learning targets and other systems to assess and monitor student progress.

H:
Teachers participated in two district P.D sessions this year to learn more about and plan for the upcoming year’s goal setting parent/teacher conference.

TL:
In 5th grade, our staff committed to designing and piloting a new approach to personalized student goal setting, parent/student conferences and progress reporting in the 2018-2019 school year. Teachers work together in grade level teams on a process of student goal setting and reflection. In grades 6-8, grade level teams conduct parent teacher conferences in which students show their work and talk about their learning. Students prepare for conferences by completing a reflection sheet with strengths, challenges, focus, goals (behavior and academic).

WO:
Our staff is continuing to personalize student goal setting, parent conferences and progress reporting. This approach included fall goal setting with student and parent input, and an increase in communication between home and school regarding student progress. In addition, some teachers are exploring the use of digital resources that give parents a window into classroom learning and student progress such as the app Seesaw that promotes student ownership.

**Action 3**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INCREASED OR IMPROVED SERVICES FOR SUBGROUPS:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.9 Provide support for struggling learners during and after school leveraging our partnership with Healthy Cities.</td>
<td>Overall, the district partners with Healthy Cities Tutoring to provide mentoring and support to learners referred by classroom teachers. At the writing of this plan, 314 SCSD students are being served by this support program. Healthy Cities uses a pool of trained volunteers to fill these needs across schools. Teachers, parents and students report positive outcomes on annual surveys, and the community strongly values this partnership. This year, Healthy Cities Tutoring is serving more SCSD students than ever before. Currently, these are the numbers of students served by Healthy Cities tutors: AR: 32/476 (7%) AYO: 65/286 (23%)</td>
<td>3.9 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $44,688</td>
<td>3.9 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $47,200</td>
</tr>
<tr>
<td>New Actions: 3.10 Each fall, develop a personalized ELD Intervention plan for each English Learner in order to support progress. Review plans with students and parents to enhance partnerships between home and school and support student ownership. (Build on samples already being used in our district, and include technology tools, when applicable)</td>
<td></td>
<td>3.10 (allocated amount in 3.9) 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $0</td>
<td>3.10 (allocated amount in 3.9) 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $0</td>
</tr>
</tbody>
</table>
Overall, the District continued its emphasis on the progress of EL students, as evidenced by an increasing RFEP rate over the past three years (4.12% at CBEDS 2016, 19.43% at CBEDS 2017, and 27% at CBEDS 2018). Teachers and principals from three schools with the highest number of EL students, K-5 (Heather, Arundel and Mariposa at TL), also participated in a collaborative research study in collaboration with Stanford University, Sequoia Union High School District (SUHSD) and each of SUHSD's feeder districts. The study, titled the English Learner Design Thinking Project, focuses on how to best serve EL students in districts with relatively low numbers of EL students. These sites have committed to expanding this work for next school year. This work, along with the implementation of regular progress monitoring of EL students each trimester continues to shine a light on ELD.

3.10 AR: Students who demonstrate a need for support through district assessments receive intervention support as part of the
Reading/Literacy support program. In addition personalized learning plans were developed for English Learners, specifying the instructional strategies and resources that will be provided in order to support each child's progress. These action plans are shared with families during conferences. RTI support was also provided for students performing below benchmark in identified academic actions.

AYO: Teachers at AYO create support plans for English Learners who are working towards proficiency in the English Language. Actions are shared with families at the Student-Led conferences and monitored throughout the school year.

BA: English Learners are identified based on English proficiency levels assessed by the District Literacy teachers. Based on their identified level, students received varying levels of English language development small group instruction as well as collaboratively developed goals through our SST process. Teachers also maintain progress data including growth and areas in need of improvement/support. Teachers update progress monitoring each trimester into Illuminate.

CMS: Teachers create plans for EL students in order for them to
Teachers create plans for EL students in order for them to access the curriculum and ensure that students make a full year of language acquisition. Students are identified based on English proficiency levels, teachers work together in grade level teams to monitor ELD student progress using rubrics. Students who need support are typically placed in our ELD/RTI class. Students who have been reclassified are monitored by grade level teachers. Reclassification criteria were identified and tracked for EL students. Teachers examined new curriculum for EL students. Heather teachers developed an ELD Intervention Plan for each of their EL students based on student proficiency levels per ELPAC and reading literacy levels, identifying individual English language support needs being provided in the classroom as Tier 2 interventions, including a variety of digital programs and apps, as well as Tier 3 pull-out literacy support targeting literacy skills in Reading Club.
using rubrics. Students who need support are typically placed in our ELD/RTI class. Students who have been reclassified are monitored by grade level teachers. Reclassification criteria were identified and tracked for EL students. Teachers examined new curriculum for EL students. In ELA, science, math, history and electives, teachers imbed support build academic language in the context of the subject matter and by reading literature and informational text. Students participate in hands on projects to solidify understanding of academic language connected to content standards.

WO: English Learners were identified based on English proficiency levels assessed by the District Literacy teachers. Based on their identified level, students received varying levels of support, ranging from collaboratively developed (teacher and literacy specialist) supplemental tasks for classroom instruction and/or additional literacy support outside of the classroom. Teachers also maintain progress data including growth and areas in need of improvement/support. Teachers update progress monitoring each trimester into Illuminate.

<table>
<thead>
<tr>
<th>Action 4</th>
<th>Planned</th>
<th>Actual</th>
<th>Budgeted</th>
<th>Estimated Actual</th>
</tr>
</thead>
</table>

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### Actions/Services

**New Actions:**

3.11 For students with IEPs, include a discussion of homework as part of our IEP process to match learning goals with opportunities for at-home practice, per individual needs. The IEP team will discuss each child’s needs.

3.12 For special education teachers and support providers who serve students with IEPs, provide structured collaboration time each trimester for staff to analyze student progress towards goals and adjust instructional approaches based on students' personalized needs.

### Expenditures

<table>
<thead>
<tr>
<th>Expenditures</th>
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<tbody>
<tr>
<td>3.11 (allocated amount in 3.9) 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $0</td>
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<td>3.12 (allocated amount in 3.9) 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $0</td>
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</tbody>
</table>
3.11
AR: Collaboration between families, students, and staff members works to create personalized learning goals for at-home learning. Homework options are modified to meet the needs of each student with an IEP, 504, SST or ELD plan as needed and with input from the team. Should any accommodations be needed, they are written into the student’s 504, IEP, or ELD plan. Frequent updates are made with consensus to at-home learning plans as the content and needs of the student changes.

AYO: Education Specialists collaborate with general education teachers to align homework to standards and individualize for the need of students with IEPS and specific goals. Teachers help students select leveled appropriate reading materials connected to the genre of study or science, social studies/history unit. Students with IEPs have support both in the classroom and during Specialized Academic Instruction time. There is an opportunity to get support on homework and class assignments. Goals are created and shared with parents at IEP meetings. Homework accommodations are written into IEP’s.

BA: The use of developmentally appropriate homework menus support our students who require additional independent practice at
home. Education Specialists collaborate with classroom teachers and parents to provide resources for at-home practice as well. Students are strongly encouraged to do 20-30 min of nightly independent reading at their lexile level.

CMS: Education Specialists tailor homework to the individualized needs of students with IEPs. Students with IEPs have study skills classes with their case managers where they can make progress on their individualized goals and get support on homework and other class assignments. Goals and progress on goals are shared with parents in IEP meetings. Specific accommodations around homework are written into IEPs.

H: Teachers and support staff collaborate with families and students to create personalized learning goals for at-home learning. Homework options are modified to meet the needs of each student with an IEP, 504, SST or ELD plan as needed and with input from the team. Should any accommodations be needed, they are written into the student’s 504, IEP, SST or ELD plan. Adjustments are made to these plans as the content and needs of the student changes.

TL: Education Specialists collaborate with general education
teachers to align homework to standards and individualize for the need of students with IEPs and specific goals. Teachers help students select leveled appropriate reading materials connected to the genre of study or science, social studies/history unit. Students with IEPs have study skills classes taught by their case manager where they can practice skills targeted by their individual goals. There is an opportunity to get support on homework and class assignments. Progress towards goals and goals are created and shared with parents at IEP meetings. Homework accommodations are written into IEP’s.

WO: The use of homework menus lends itself to addressing the needs for at-home practice with students with IEPs. The special education team collaborates with classroom teachers and parents and provides resources for at-home practice as well.

3.12 AR: Student groups that have identified learning needs have annual meetings with team members to craft goals, update progress, identify areas of need, and collaborate with families. IEP, ELD and 504 meetings provide opportunities for families to work with school-based team members to target areas of need with appropriate supports. Networks of
support, RTI and MTSS, work together to ensure effective communication between staff members so that student needs can be met and progress can be monitored at least three times per year.

AYO: Special Education staff and General Education teachers partner to collaborate around curriculum, behavior, and intervention supports. Three times a year co-teachers have collaboration days to align curriculum and plan for differentiation. Teachers work to ensure goals are met both in and out of the classroom depending on student needs.

BA: Our special education staff and general education teachers consult and collaborate during weekly grade level team meetings, staff meetings and special services meetings to plan curriculum, interventions, and resources. Staff works collaboratively to monitor student progress on goals.

CMS: Education specialists meet regularly with their general education co-teachers to collaborate on planning lessons and analyzing student work. Education specialists also meet with each other to review student progress and collaborate on student goals. A portion of our staff meeting times are allocated for SpEd teachers to collaborate.
H: Special education staff regularly consult and collaborate together and with general education staff to analyze student progress towards goals, plan and develop curriculum and instructional approaches based on students’ individual needs.

TL: Education Specialists (special education teachers) and general education teachers collaborate during common planning time (prep) weekly in order to accommodate students with IEP’s and scaffold instructions to address goals and needs academically and behaviorally. A portion of staff meeting and site collaboration/planning time is allocated for special education teachers to analyze student progress toward goals and plan appropriate instructional strategies and methods that supports students goals.

WO: Special education staff regularly consult and collaborate together and with general education staff to analyze student progress towards goals, plan and develop curriculum and instructional approaches based on students’ individual needs.
Analysis

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

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

Overall, the District is making progress in the area of personalizing learning. Staff at all schools are exploring new approaches to personalizing for each child’s needs. Reading and writing workshop are key strategies for personalizing in language arts, and updated instructional materials (including ELD toolkits) support these practices. Middle schools continued implementation of modified block schedules and a variety of electives to support a voice and choice. The block schedule also allows for the implementation of a QUEST period once per week. The QUEST period allows sites to implement Social Emotional Learning curriculum for students for the required number of lessons, and, more importantly, allows students to choose an area that they would like to study from a menu of choices developed by school staff for the remainder of the sessions. The 4/5 schools also are implementing schedules and programs with these ideas in mind. The homework policy is taking root, and teachers are continuing to experiment with variety of new strategies to implement the policy.

Project-based learning (PBL) has become a regular practice at all schools, and the 5Cs are increasingly evident in school communications and practices. The development of a tool for assessing PBL is still ongoing, and while a repository for sharing PBL projects across the district was developed, it was not widely used. Therefore, and an increase in emphasis in the area of PBL will take place during the 2019-20 school year. The District continues to strengthen its partnership with Healthy Cities Tutoring, serving children in need of mentoring or specific content area support at each SCSD school.

The District continued its emphasis on the personalized progress of EL students, as evidenced by an increasing RFEP rate over the past three years (4.12% at CBEDS 2016, 19.43% at CBEDS 2017, and 27% at CBEDS 2018). Teachers and principals from three schools with the highest number of EL students, K-5 (Heather, Arundel and Mariposa at TL), also participated in a collaborative research study in collaboration with Stanford University, Sequoia Union High School District (SUHSD) and each of SUHSD’s feeder districts. The study, titled the English Learner Design Thinking Project, focuses on how to best serve EL students in districts with relatively low numbers of EL students. These sites have committed to expanding this work for next school year. This work, along with the implementation of regular progress monitoring of EL students each trimester continues to shine a light on ELD.

With many changes in the SCSD Leadership Team this school year (The Superintendent, Assistant Superintendent, CBO, Director of Personnel and six site Principals were all new for 2018-19), increased communication was an important goal. The Leadership Team met weekly to discuss issues and align practices across the district and/or grade spans. The Superintendent distributed many district-wide updates regarding a variety of issues and principals collaborated to align newsletter communications in a variety of areas including safety, 5Cs, reading, math, and homework.

Sparks of innovation are occurring across the district. Next steps will need to support the spread of effective practices in student engagement and learning for all students, with an increased emphasis on students in need.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. Local measures indicate that students and teachers report both improvements and areas of needs in the area of technology. Strategic Plan Survey Results (March 2019) indicate the following areas of strength and need for growth:

**Areas of Strength:**
64% of teachers (Increased 4%) of teachers reported that they integrate online learning tools at least 2-3 times per week in their classrooms, although results fell just short of the 65% target goal.
91% of students (Increased 4%) reported that their teachers use technology and online learning as part of class at least 2-3 times per week.

87% of teachers (Increased 4%) reported that they have access to the technology tools they need to do their work.
80% (Increased 2%) of teachers reported that they have adequate access to computing/digital devices for students
91% of students (Increased 1%) reported that they have adequate access to computing/digital devices when they need them for schoolwork.
91% of students (Increased 4%) reported that their teachers use technology and online learning as part of class at least 2-3 times per week.

**Areas for Growth/Decline:**
79% of teachers (Decreased 5%) reported that they consider themselves to be a confident user of technology for teaching and learning
45% of teachers (Decreased 2%) reported that the have been provided with sufficient opportunities for professional development on integrating technology into their teaching practices.

These areas of growth clearly support the need for teacher and District staff to focus on developing an updated model for technology integration as part of the Technology Plan update during the 2019-20 school year.

Strategic Plan Survey Results (March 2019) indicate the following:
68% of Parents (Decreased 1%) reported that their child generally receives an appropriate amount of homework each week.
73% of parents (Increased 1%) reported that the homework their child receives is meaningful in supporting his/her learning.

Analysis of these responses indicate parents reported virtually no change in the implementation of the Board Policy on homework. It is clear that consistency across the district is still an area of need. The link between homework practices and the District’s commitment to personalizing learning needs to be strengthened and there continues to be a need to articulate how these approaches help students develop study habits/skills.

With many changes in the SCSD Leadership Team this school year (The Superintendent, Assistant Superintendent, CBO, Director of Personnel and six site Principals were all new for 2018-19), increased communication was an important goal. The Leadership Team met weekly to discuss issues and align practices across the district and/or grade spans. The Superintendent distributed many district-
wide updates regarding a variety of issues and principals collaborated to align newsletter communications in a variety of areas including school safety and behavior programs (PBIS), Social Emotional Learning, 5Cs, reading, math, and homework.

The 2019 Strategic Plan survey of families reveals that communication remained 82% favorable. Parents also identified school newsletters as a preferred source of information, second only to face-to-face communications with staff. Another important note regarding the Spring 2019 Strategic Plan Survey is the significant increase in the number of families participating in the survey. Overall, 48.5% of families participated in the survey compared to just 21% last school year. This increase further validates the survey responses, which were overall positive, with only a slight decline or increase in each survey area.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.
There are no material differences.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.
This goal was highly modified for the 2018-19 school year. There are no changes to goals and actions for this goal for 2019-20, although an emphasis will continue to be placed on personalized learning to support the spread of effective practices in student engagement and learning for all students, with an increased emphasis on students in need.

The 2019-20 budget was updated to reflect a decrease in unduplicated funding to Healthy Cities Tutoring (Action 3.9) from $47,500 to $40,000, as part of the Budget Stabilization Plan. Unduplicated funding for digital portfolios (Action 3.8) has also been eliminated. Salary costs for personalized learning (Action 3.1) were eliminated, as this will be supported by other funding. Services costs for refining the homework policy (3.2) were also eliminated, as the bulk of this work is complete.

In addition, some targets were adjusted based on current progress.
Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 4

Ensure equitable access to learning for all students and increase student engagement and sense of belonging within each school community.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 3: Parental Involvement (Engagement)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
</tr>
<tr>
<td></td>
<td>Priority 5: Pupil Engagement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 6: School Climate (Engagement)</td>
</tr>
</tbody>
</table>

| Local Priorities:    | Strategic Plan Goals: 1, 2, 5                |

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Attendance Rates (ADA)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Chronic Absenteeism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actual P2 for 2018-2019:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At the close of P2, the District attendance rate (ADA) was 96.7% On track to meet goal. This information will be updated in June at the close of the 2018-2019 school year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actual 2017-2018:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chronic Absenteeism was 4.37% This number is an increase of 0.67% from 2016-2017 results. Target (3.5% or lower) Not Met</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metric/Indicator</td>
<td>18-19</td>
<td>Actual</td>
</tr>
<tr>
<td>------------------</td>
<td>-------</td>
<td>--------</td>
</tr>
<tr>
<td><strong>Target:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADA:</td>
<td>Maintain or exceed 97.0%</td>
<td></td>
</tr>
<tr>
<td>Chronic Absenteeism:</td>
<td>3.5% or lower</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P2 2016-2017 ADA</td>
<td>97.42%</td>
<td></td>
</tr>
<tr>
<td>15-16: Chronic Absenteeism Rate</td>
<td>4.1%</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td>2. Suspension Rate</td>
<td></td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Target:</strong></td>
<td>Decrease from 1.6%</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15-16: Suspension Rate</td>
<td>1.3%</td>
<td></td>
</tr>
<tr>
<td>16-17 Final data is pending as of the writing of this document (However, we are anticipating an increase in this rate)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td>3. Expulsion Rate</td>
<td></td>
</tr>
<tr>
<td><strong>18-19</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Target:</strong></td>
<td>Maintain 0%</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15-16: Expulsion Rate</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>16-17 Final data is pending as of the writing of this document (However, we are anticipating an increase in this rate as we have one expulsion at the time of this writing)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td>4. Strategic Plan/Climate Surveys</td>
<td></td>
</tr>
<tr>
<td><strong>Student Survey Questions:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Actual 2017-2018:</strong></td>
<td>Suspension Rate: 1.2% (includes CLC)</td>
<td></td>
</tr>
<tr>
<td>This number is a decrease of 0.4% from 2016-17 results. Target (Below 1.6%) Met</td>
<td>April 2018</td>
<td></td>
</tr>
<tr>
<td><strong>Actual 2017-2018:</strong></td>
<td>Expulsion Rate: 0%</td>
<td></td>
</tr>
<tr>
<td>This number is a decrease of 0.03% from 2016-17, as no students were expelled in 2017-18. Target (Maintain 0%) Met</td>
<td>April 2018</td>
<td></td>
</tr>
<tr>
<td><strong>2019 Strategic Plan/Climate Student Survey Questions:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metric/Indicator</td>
<td>5. Middle School Drop Out Rate</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------</td>
<td></td>
</tr>
<tr>
<td>18-19</td>
<td>Target: Maintain 0%</td>
<td></td>
</tr>
</tbody>
</table>

**Baseline**

15-16: 0%
16-17: Final data is pending as of the writing of this document; however, we anticipate it will remain at 0%

| Metric/Indicator | 6. California Healthy Kids (CHKS) Survey |

## Expected

1) Percent of students that agree or strongly agree that they actively participate in their classes

2) Percent of students that agree or strongly agree that they feel like they belong at their school

**18-19**

**Targets:**
85% or higher

**2018 Survey:**
Percent of students that agree or strongly agree that they actively participate in their classes: 85%

Percent of students that agree or strongly agree that they feel like they belong at their school: 85%

**Baseline**

2016 Survey:
Percent of students that agree or strongly agree that they actively participate in their classes: 81%

Percent of students that agree or strongly agree that they feel like they belong at their school: 79%

## Actual

1) Percent of students that agree or strongly agree that they actively participate in their classes: 81%; Decreased by 2%; Target (85% or Higher) Not Met

2) Percent of students that agree or strongly agree that they feel like they belong at their school: 77%; No Change; Target (85% or Higher) Not Met

**Actual 2017-2018**

The middle school drop out rate was 0%, which meets the target.

There is no data available for the CHKS for the 2018-19 school year. Due to the many changes in leadership at sites, the district budget shortfall
Expected

18-19
Target for 5th and 7th Grades:
2018-2019 CHKS Data:

Goal: Reach or maintain 85% or higher (high + moderate responses) in Caring Adult and High Expectations modules at all schools and all grades

Goal: Reach or maintain 70% or higher (high + moderate responses) in Meaningful Participation module at all schools and all grades

Baseline
2016 CHKS Data:

Caring Adult Module:
Arundel: 45%
Brittan Acres: 51%
CMS - 5th: 65%
CMS - 7th: 56%
Heather: 61%
White Oaks: 79%

High Expectations Module:
Arundel: 48%
Brittan Acres: 65%
CMS - 5th: 64%
CMS - 7th: 67%
Heather: 68%
White Oaks: 75%

Meaningful Participation Module:
Arundel: 12%
Brittan Acres: 13%
CMS - 5th: 28%
CMS - 7th: 22%
Heather: 20%
White Oaks: 20%

Actual

...experienced this school year, and general survey fatigue, the decision was made to focus students on the completion of the Strategic Plan survey rather than CHKS. The District will give CHKS again all fifth and seventh grade students for the 2019-20 school year.

Actions / Services
Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.
## Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0 Educat...</td>
<td>Overall, all schools continue to refine school-wide behavior systems (including tools from PBIS). Central had a team attend PBIS Tier 2 training at the San Mateo County Office. Three schools, Arundel, Tierra Linda and Mariposa, had teams attend PBIS Tier 1 training at the San Mateo County Office, bringing 6 of 8 schools online with PBIS. The two remaining schools will be attending training over the next two school years. All P-3 schools offer music and maker/playpod areas for all students; 4-8 schools offer a robust selection of music, foreign language and makerspace options for students to increase student engagement. Academic support options are in place at each school, and expansion of Literacy Support into 4th and 5th grades will take place in 2019-20. The primary before/after school intervention is Healthy Cities Tutoring, offered to students who need academic support, by referral (as mentioned in Goal 3). Counselors work as a collaborative team across school sites to coordinate SEL curriculum and identify additional resources to support students, staff and families. Psychology Interns serve targeted students at some...</td>
<td>4.1 5800: Professional/Consulting Services And Operating Expenses LCFF Supplemental and Concentration $16,366</td>
<td>4.1 5800: Professional/Consulting Services And Operating Expenses LCFF Supplemental and Concentration $0</td>
</tr>
<tr>
<td>4.1 Delete for 2018-2019.</td>
<td></td>
<td>4.2 5800: Professional/Consulting Services And Operating Expenses LCFF Supplemental and Concentration $2,050</td>
<td>4.2 5800: Professional/Consulting Services And Operating Expenses LCFF Supplemental and Concentration $2,050</td>
</tr>
<tr>
<td>4.2 Implement school-wide behavior system (PBIS) in grades TK-8 and Restorative Practices in grades 4-8 to support student safety. Increase noon supervision staffing at middle schools and train all K-8 noon supervisors in school-wide behavior system to support safety and positive engagement during lunch and recess</td>
<td></td>
<td>4.6 (includes benefits) 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $2,085</td>
<td>4.6 (includes benefits) 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $2,585</td>
</tr>
<tr>
<td>4.3 Delete for 2018-2019</td>
<td></td>
<td>4.7 (includes benefits) 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $1,030</td>
<td>4.7 (includes benefits) 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $1,045</td>
</tr>
<tr>
<td>4.4 Expand before and after school academic support through site resources and enrichment classes/opportunities for all students (including low-income)</td>
<td></td>
<td>4.3 included in salary 1000-1999: Certificated Personnel Salaries Base $0</td>
<td>4.3 included in salary 1000-1999: Certificated Personnel Salaries Base $0</td>
</tr>
<tr>
<td>4.5 Continue to provide social-emotional learning support/mental health and/or counseling support through counselors and intern/trainee personnel (including for low-income students).</td>
<td></td>
<td>4.4 ; 4.8 included in salary 1000-1999: Certificated Personnel Salaries Base $0</td>
<td>4.4 ; 4.8 included in salary 1000-1999: Certificated Personnel Salaries Base $0</td>
</tr>
<tr>
<td>4.6 Increase attendance and decrease in chronic absenteeism rates</td>
<td></td>
<td>4.5 included in counselors salary 1000-1999: Certificated Personnel Salaries Base $0</td>
<td>4.5 included in counselors salary 1000-1999: Certificated Personnel Salaries Base $0</td>
</tr>
</tbody>
</table>
4.7 Continue to increase frequency and efficacy of communication in reaching all stakeholders including coordinating key messaging through a variety of communication systems (newsletters, social media, etc.) district-wide and at sites

4.8. Maintain parent education through successful formats including PIE nights, newsletters, parent coffees, PTA events, website updates, etc. in the areas as identified by parents, including partnering with parents as we implement PBIS.

See below and following actions for 4.9 - 4.12. Action numbers were maintained from the prior LCAP for accounting purposes.

New Actions:
4.13 Pilot and select new SEL curriculum in Grades 6-8, with guidance from Wellness Coordinator and Middle School Counselors

4.14 Expand social-emotional learning support in TK and preschool. Train TK and preschool teachers and implement new SEL curriculum (possibly "Learning Stories")

4.15 Update Digital Citizenship curriculum in Grades 3-8 (align to Health Content Standards and SEL)

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4.15 Update Digital Citizenship curriculum in Grades 3-8 (align to Health Content Standards and SEL)

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4.15 Update Digital Citizenship curriculum in Grades 3-8 (align to Health Content Standards and SEL)

The Superintendent distributed many district-wide updates regarding a variety of issues and principals collaborated to align newsletter communications in a variety of areas including school safety and behavior programs (PBIS), Social Emotional Learning, 5Cs, reading, math, and homework.

As mentioned in Goal 3, Action 1, SCSD hosted 11 District-wide Parent Education (PIE) events on the following topics during the 2018-19 school year: Media Use, Puberty, Healthy Family Connections, Drug Use Prevention, and Math Support and Placement. Each event was very well attended and followed up with links to resources that are housed
4.16 Explore best practices for providing authentic feedback to students and parents in support of increased student ownership and academic progress in Grades 4-8, starting with August PD for Grades 6-8.

4.17: Train principals in leading for equity, and using strategies to apply an equity lens to conversations with our full school community.

The middle schools piloted the use of updated Social Emotional Learning curriculum with success. They will be moving forward with using the updated version of Second Step for the 2019-20 school year. Some preschool teachers were trained in the Learning Stories program this year, and the program was used successfully (based on teacher and parent feedback) with a few children who struggled socially and emotionally. There is a plan to expand the use of the program next year.

All middle school teachers started the school year with a full day of professional development on the use sound/authentic grading practices and restorative practices. These topics were revisited multiple times during the year at the middle school sites, highlighted again as part of the January professional development day. Teachers are in a variety of places with regard to this work, and continued emphasis is planned in these areas for 2019-20.

The District was unable to update the Digital Citizenship Curriculum, but this work will be a part of the SCSD Technology Plan update during the 2019-20 school year. Similarly, with all of the changes in leadership at the site and district on the District and or school websites.

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level, the District was unable to engage principals and leaders in equity training. This will be a part of the professional development plan for leaders for 2019-20.

AR: Weekly newsletters are crafted collaboratively with the PTA, SCSD, SCEF, and the school staff members. The broad range of information includes ways to get involved, connect with our district/school/community, curriculum, events, positive school climate efforts, and the district’s strategic plan. In addition, many teachers reach out to families with apps designed to establish a real time connection to the classroom as well as websites and newsletters. Our website is ever evolving to meet the informational needs of our community as we listen to feedback to direct the content and design.

AYO: Weekly School newsletters included information about SEL, PE/Wellness, the 5Cs/PBL and creativity/innovation. Newsletters also address academic instruction and extension at home. Teachers send home weekly or monthly newsletters updating parents on academic and classroom goals. All students participated in activities designed to develop the 5Cs, including World Language class, Maker Space class,
Design/Innovation class, PBLs, SEL & Digital Citizenship lessons.

BA:
School and classroom newsletters consistently include information around the 5C’s, Social Emotional Learning, and student opportunities. This year, BA has implemented personalized learning opportunities that extend beyond the classroom.

CMS:
School and classroom newsletters, websites & and other forms of communication including google classroom included information about SEL, PE/Wellness, the 5Cs/PBL and creativity/innovation. Weekly school newsletter includes information and resources for parents around social-emotional topics related to middle school students. All students participated in activities designed to develop the 5Cs, including information that is specific to all of the varied school electives offered at CMS. This includes, visual and performing arts, world languages, innovative design, computer science and other student organized clubs and activities. Art in Action is provided in 6th grade by parent volunteers. Second Step SEL lessons are taught throughout the year.

H:
Classroom newsletters, Principal Bulletins and school social media
sites regularly included information about SEL, PE/Wellness, the 5Cs/PBL and creativity/innovation.

Heather TK and preschool use early childhood Second Step curriculum. Our school counselor redesigned Second Step whole class delivery model to a center-based delivery model to increase engagement.

Heather teachers, with support of our site tech associate utilize Digital Citizenship lessons, which were updated by the tech associate and reviewed with all staff at a staff meeting in early fall.

TL:
Weekly school newsletter and email communication includes information about PBIS, SEL, vaping and substance use prevention, PE/Wellness, the 5Cs/PBL and creativity/innovation. All students participated in activities designed to develop the 5Cs, including information that is specific to all of the varied school electives offered at TL. This includes, visual and performing arts, world languages, leadership, yearbook, College and Career readiness, computer science and coding, social wellness clubs (Beyond Differences). All teachers communicate teaching targets, standards, assignments and grades in Google Classroom and grade reporting in data system online gradebooks. Grade levels
have developed a website to improve parent communication and inform the community of learning experiences. Translators are available for commonly spoken languages during conferences and IEP meetings.

5th grades: Art in Action provided by parent volunteers. Leadership opportunities for students included Tech. Team, Lunch Bunch, Green Team, and School Ambassadors.

WO:
School and classroom newsletters regularly included information about SEL, PE/Wellness, the 5Cs/PBL and creativity/innovation. All students participated in activities designed to develop the 5Cs, including Maker Space challenges, PBLs, Play Pod and SEL lessons. Students in second and third grade also have leadership opportunities and lunch time club options including Choir, Acorn Press News Team, and the OWLS (third grade leadership) committee.

Site-led Actions:
4.2 (Behavior)

AR: This year, a team of five teacher leaders and the principal participated in professional development through the San Mateo County Office of Education to assist with our journey towards implementing PBIS at our school. Staff members embraced the opportunity to provide a consistent
and engaging approach to contributing to an already positive school climate. After consensus was reached with what our behavior expectations were for each area of the school, we explicitly taught them to our students, posted them, and clearly used the same language across staff members. Knight Cards reinforced safe, respectful, and responsible behavior around our campus and school-wide celebrations began to shine the light on good decisions being made by our students. A video starring the staff members differentiated between the right and wrong ways to behave at school. Our next steps involve creating a Tier II system for students and engaging data to drive our interventions and supports being offered to students.

AYO: Staff began the process of moving into becoming a PBIS school. Teachers created a matrix of expected behaviors and monthly assemblies began to support student behavior. Second Step lessons are in place as part of our tier 1 prevention plans to teach SEL learning to all students. In addition, staff collaborated to design and implement a variety of student behavior plans to address individual needs. School clubs and leadership opportunities were enhanced to strengthen students' connectedness and sense of belonging.
BA: BA is in progress with regard to implementing a school-wide behavior system. BA communicates clear expectations and uses positive rewards as well as consequences. In addition, staff collaborated to design and implement a variety of student behavior plans to address individual needs. Second Step lessons are in place as part of our tier 1 prevention plans to teach SEL learning to all students. Second Step lessons are supplemented with additional tools to support positive behavior on the playground.

CMS: CMS is a leader in PBIS in our district. Behavior expectations are reviewed several times throughout the year and are posted on the school website and in various locations around the school. Expectations are also included in our student planners. Pride Cards are given to students who are seen demonstrating our core values. This year, the staff is working towards defining classroom vs. office managed behaviors. In addition, reporting systems were put in place for staff and students and Restorative Practices are in the beginning stages of implementation. In addition, SEL lessons are taught to all students and school pride-building experiences and clubs were enhanced to strengthen students' connectedness and
sense of belonging. Discipline data is reviewed regularly by administration and staff to guide practices. After school behavior intervention is available to help students review expected behaviors and reflect on recent incidents. This year we developed a Tier 2 team and have begun putting Check-in/Check-out into place.

H: Heather continues to implement clear behavioral expectations and a system of positive rewards/consequences, including whole school Step up/down and individual incentive plans targeting positive behavior. PBIS Behavior Expectations for each school area, classroom, bathroom, lunch and playground are posted on website and in classrooms. In addition, staff collaborated to design and implement a variety of student behavior plans to address individual needs. Second Step lessons are in place as part of our tier 1 prevention plans to teach SEL learning to all students. Our school counselor redesigned the Second Step whole class lessons for Heather students to more fully engage our younger students in TK and Kindergarten in a center model of lesson and activity delivery. TK and preschool utilize the early learning Second Step curriculum. SST process uses a data driven SST form to document social, emotional and behavior needs and interventions,
supporting PBIS. Counselor supported restorative conversation sessions after conflict.

TL: Teachers and administration is participating in year one professional development around Positive Behavior Intervention and Support with a focus on clear behavior expectations, positive behavior recognition and consequences. The staff implemented a behavior rubric to define how unwanted behaviors are managed. In addition, Restorative Practices, community circles and peer mediation is fully implemented. Social Emotional Learning curriculum and community are taught to all students and school pride-building experiences, leadership opportunities and clubs were enhanced to strengthen students' connectedness and sense of belonging.

WO: WO communicates clear expectations in school areas such as the playground, bathrooms, and classrooms. We use a system of positive rewards/consequences that consist of OWL bucks to reward students who are responsible, respectful and safe. In addition, staff collaborated to design and implement a variety of student behavior plans to address individual needs. Second Step lessons are in place as part of our tier 1 prevention plans to teach SEL learning to all students.
Second Step lessons are supplemented with additional tools to support positive behavior on the playground. We Thinkers curriculum was also taught in grades TK-1st to build a foundation for social thinking.

4.4 (Academic Support and Enrichment)

AR: Literacy Support and RTI provide targeted intervention in a small group setting to students performing below benchmark on common assessments. Enrichment opportunities were offered weekly by our technology associate who designed learning experiences to integrate technology into lessons that extended learning. Reading and Writing Workshop provided enrichment to students as the mini-lessons can be applied to differentiated levels and inspire readers and writers to make goals to strive for academic excellence.

AYO: Arroyo did not offer before/after school academic support this year. Our primary support was focused in the classroom during instructional time. Our Education Specialists pulled students for

BA: BA's "Reading Club," provides students who require additional literacy support additional after school practice in all areas of reading: decoding,
comprehension and fluency. The program is funded through student improvement funds.

CMS: Middle school teachers set regular weekly office hours to support student learning. Teachers make themselves available to students before, during and after school hours. CMS also has three RTI classes as part of the master schedule. This class supports the needs of students in: Math, ELA, and ELD. Students who are enrolled in this class received direct intervention from a credentialed teacher. In addition, we offer a math bridge class after school for students who wish to change math pathways from 7th grade common core math to 8th grade algebra. 6th grade elective options provide instruction and practice in skills that support learning in middle school including organizational skills, note taking, presentation skills, typing, etc.

H: We were not able to offer before or after school academic support as in the past due to lack of staffing. This is an area Heather wants to revisit. Smart-E enrichment classes are offered after school covering a variety of topics. Healthy Cities Tutoring is provided during the school day to most students referred for tutoring. Some tutors arrange to meet with their students after school hours.

TL:
TL (for 5th) grade offered Math Fact Boot Camp before school. This support was based on students’ needs and offered by invitation from teachers. TL 6-8 has an RTI class as part of the master schedule. This class supports the needs of students in three main areas: Math, ELA and ELD. Students who are enrolled in this class received direct intervention from a credentialed teacher. Middle school teachers also set regular weekly guided studies sessions to support student learning. Teachers post a weekly schedule for students that lists, before, during and after school hours. In addition, we offer a math bridge class after school for students who wish to change math pathways from 7th grade common core math to 8th grade algebra. Sixth grade students take an elective class that teaches skills and strategies for organization and navigating middle school. It includes projects that encourage creativity and collaboration through art, drawing and clay.

WO: We did not offer before or after school academic support this year. Our main support for ELA occurs during the school day via the early literacy program as well as through small group, personalized instruction in the general education classroom. In partnership with the PTA and the San Carlos Children's Theater, we offered an after school White Oaks
### Action 2

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<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
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<tbody>
<tr>
<td>4.9 Educators will continue to increase access to technology during out of school hours (internet access, device check out system Kajeet) for identified students in need</td>
<td>Overall, the district remains committed to ensuring that all students can access online learning tools at home in order to participate in classroom projects/assignments and other learning opportunities. A limited number of students participated in this program for the 2018-19 school year, as follows.</td>
<td>4.9 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $5,000</td>
<td>4.9 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $5,000</td>
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**AR:**
This has been provided to students as needed, by our Tech Associate, and the school librarian. We had 2 students access this support this year. We have modified times and dates of parent education nights to include more families. Teachers have been using apps that allow them to track student work outside of school and parent engagement as well. It has assisted our staff with knowing when our messages are being received, assignments are being completed, and when students need more technology support.

**AYO:**
Arroyo did not have any students who required this support this school year. Our Tech Associate is aware of how to access this
support should students need this in the future.

BA:
BA did not have any students who required this support this school year. Our Technology Associate has been trained for how to access this support should a need arise in the future.

CMS: Chromebooks are provided for students to use at home throughout the school year to any students who do not have access to computers. Our Tech Associate and librarian check them out to any student who needs one. 3-5 students have taken advantage of that this year.

H: Heather has additional Chromebooks and internet devices to provide to any student who doesn't have access at home. This year no student was in need of a device for home to access school work.

TL: Chromebooks and online resources are provided for students to use at home throughout the school year to any students who do not have access to computers or internet. Our Tech Associate and librarian check them out to any student who needs one. 8-10 students have taken advantage of that this year.
**Action 3**

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<tr>
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<tr>
<td>INCREASED OR IMPROVED SERVICES FOR SUBGROUP 4.10 Foster Youth (FY) students will be identified with the help of the Foster Youth Services at the San Mateo County Office of Education (SMCOE). 4.11 The District's FY liaison will continue to be trained on FY culture and special needs through SMCOE offerings. The FY liaison will continue making personal connections with the FY students/families and provide necessary introductions to their school, the district and community as well as follow-up to ensure solid sense of engagement and sense of belonging. The FY liaison will collaborate with school counselors to share resources and enhance our tools for families of foster youth.</td>
<td>Overall: Currently, SCSD has a total of 2 foster youth/kinship placements and 10 homeless students. While this not a statistically significant number relative to enrollment totals, District and school staff understands that special care is needed in working with these families. The District Foster Youth Coordinator supports families and school sites to ensure a positive transition when foster youth enter into our school district. Each child's unique learning and SEL needs are addressed, and a personalized plan is put into place to support progress.</td>
<td>4.10; 4.11 (includes benefits) 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $2,105</td>
<td>4.10; 4.11 (includes benefits) 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $2,312</td>
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</tbody>
</table>
Currently Arroyo does not have any foster youth.

BA: BA does not have any foster youth at this time.

CMS: CMS currently has 1 student who qualifies as a foster youth. He came to us mid-year and was being provided with services through a 504 plan and RTI class but became eligible for an IEP in the fall of this year.

H: Heather does not have any foster youth at this time.

TL: TL does not have any foster youth at this time.

WO: White Oaks does not have any foster youth at this time.

### Action 4

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<td>INCREASED OR IMPROVED SERVICES FOR SUBGROUP 4.12</td>
<td>Increase and improve communications (including translation and simplified language of written communiques, provide more resources for parents to access to support their students, Overall, the district is committed to ensuring that all parents can access information in order to support their child's learning. Letters informing parents about the ELPAC, CAASPP and Reading/Literacy support were made available in Spanish, the District’s second most common</td>
<td>4.12 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $2,150</td>
<td>4.12 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $2,150</td>
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<tr>
<td>4.13;4.14;4.15;4.16;4.17 (amount including in salary) 2000-2999: Classified Personnel Salaries</td>
<td>4.13;4.14;4.15;4.16;4.17 (amount including in salary) 2000-2999: Classified Personnel Salaries</td>
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as well as, offer a Parent Information & Engagement (PIE) event for "English Learners: New Parent Orientation" at the beginning of the school year to support parental understanding of our district and how "school" functions here in SCSD.

Regular DELAC meetings were held and these sessions included parent education on a variety of topics unique to EL students, and committee members reviewed and gave input on the District LCAP. The District did not hold the PIE night for EL parents due to the many leadership changes that consumed the beginning of the school year. When DELAC was consulted about this, they recommended having overarching tools available to EL families (such as a glossary of educational terms), and pairing EL families with "buddy" families at the school site that speak the same primary language, rather than having EL parent meetings that are sparsely attended. These mechanisms would facilitate communication between families, District staff and Site Principals to assist them with the mechanisms and systems of school in SCSD.

AR: Spanish speaking parents of ELs were provided translated resources as noted above. In addition, AR had one parent representative on the district DELAC. We have met four times this year as a School Site Council/ELAC committee to progress monitor goals and gather input from all stakeholders. Whenever an interpreter was needed, it was offered and provided to families for meetings to collaborate about supports for
students. ELPAC test results were shared with families and ELD action plans were made collaboratively.

AYO:
Spanish speaking parents of ELs were provided translated resources as noted above. In addition, AYO had one parent representative on the district DELAC.

BA:
Spanish speaking parents of ELs were provided translated resources as noted above. In addition, BA had one parent representative on the district DELAC.

CMS:
Spanish speaking parents of ELs were provided translated resources as noted above. CMS has one parent representative on the district DELAC and our principal serves on the committee as well.

H:
Spanish speaking parents of ELs were provided translated resources as noted above. Translation services are also provided at parent/teacher conferences and SSTs as possible, and in all IEPs. In addition, Heather had two parent representatives on the district DELAC.
Analysis

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

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

Overall, the district made strong progress in this area. Each campus is living out the commitment to a "whole child" education, offering a variety of options to enhance students' experiences. Schools are at varying levels of PBIS implementation, utilizing a variety of tools to support a positive school climate. Three schools, Arundel, Tierra Linda and Mariposa, had teams attend Tier 1 PBIS training at the San Mateo County Office, bringing 6 of 8 schools online with PBIS. The two remaining schools will be attending training over the next two school years. In addition, Central had a team attend the Tier 2 PBIS training at the San Mateo County Office. Academic support options are in place at each school, and expansion of Literacy Support into 4th and 5th grades will take place in 2018-19. The primary before/after school intervention is Healthy Cities Tutoring, which is highlighted in Goal 3. Social Emotional Learning continued across all campuses as counselors met regularly as a group and with other District Mental Health staff to coordinate their instructional plan for the year, as well as their plan for supporting students who needed 1:1 or small group support. All campuses continue to monitor student attendance and use shared templates and processes to communicate with families when attendance needs to be improved. Secretaries are instrumental to this process, alerting principals each month to attendance concerns. Eleven parent education (PIE) nights were held to address a variety of topics under Goal 4 as highlighted above.

All middle school teachers started the school year with a full day of professional development on the use sound/authentic grading practices and restorative practices. These topics were revisited multiple times during the year at the middle school sites, and highlighted again as part of the January professional development day. Teachers are in a variety of places with regard to this work, and continued emphasis is planned in these areas for 2019-20.
The District was unable to update the Digital Citizenship Curriculum, but this work will be a part of the SCSD Technology Plan update during the 2019-20 school year. Similarly, with all of the changes in leadership at the site and district level, the District was unable to engage principals and leaders in equity training. This will be a part of the professional development plan for leaders for 2019-20.

The District Foster Youth Coordinator facilitates the transition of foster and homeless youth into SCSD schools, and works with principals to ensure that each child's unique learning and SEL needs are addressed, and a personalized plan is put into place to support progress. The DELAC met regularly and advised District staff on a number of issues related to EL families and on the LCAP.

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

Overall, the District took actions that increased student access to social emotional learning and a variety of other programs designed to increase students' sense of belonging and connectedness to school. The counseling program has been strengthened this year, as counselors implemented a year-long calendar to guide coordinated implementation across schools, and collaborated with other mental health staff. Both middle schools piloted the use of updated Social Emotional Learning curriculum with success. They will be moving forward with using the updated version of Second Step for the 2019-20 school year. Some preschool teachers were trained in the Learning Stories program this year, and the program was used successfully (based on teacher and parent feedback) with a few children who struggled socially and emotionally. There is a plan to expand the use of the program next year. A strong effort was made toward creating a coordinated behavior system at all sites based on PBIS, as highlighted above.

According to the 2019 Strategic Plan Survey, students feel a strong sense of belonging at their schools. A high percentage of students at each school responded favorably to the statement:

Overall, I feel like I belong at my school (Strategic Plan Survey 2018)
All Schools: 77% (No Change)
Arroyo: 79% (Increase of 9% compared to 2018)
Arundel: 76% (Decrease of 2% compared to 2018)
Brittan Acres: 86% (Increase of 1% compared to 2018)
Central Middle School: 76% (Increase of 2% compared to 2018)
Heather: 86% (Increase of 1% compared to 2018)
Tierra Linda Middle School and MP@TL: 72% (Decrease of 5% compared to 2018)
White Oaks: 88% (Decrease of 7% compared to 2018)

Given the change in leadership at many of these sites, a slight change in either direction would be natural. It is important to note that the 7% decrease at White Oaks is representative of just one grade level totaling approximately 75 students. The decline at Tierra Linda is of greater concern, but can be attributed partially to two new principals and some incidence of extreme behavior this school year, particularly in grades 7 and 8.
In addition, students know that teachers and staff have high expectations for their learning. 93% (an increase of 1% compared to 2018) of students in Grades 3-8 responded favorably to the following statement: "I am expected to do my best at school by teachers and staff."

Although results are strong overall, students' sense of belonging and engagement remains an area for growth, as measures cited in this LCAP were flat or decreasing in comparison to last school year, and additional areas for improvement were evident in our analysis of the Strategic Plan Survey and chronic absenteeism data. Looking at overall district results, only 46% (an increase of 2% compared to 2018) of students in grades 3-8 responded favorably to the following statement: "Students at my school treat each other with respect". Only 51% (a decrease of 2% compared to 2018) of students in grades 3-8 responded favorably to the following statement: "I find the things I learn in school interesting." Clearly, students are still looking for more voice and choice in what they are learning at school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were funds budgeted in Action 4.1, but the action was eliminated for 2018-19. Therefore, the actuals were updated to $0.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Actions and Services in this goal will remain relatively unchanged, with the exception of the following:

- CHKS was not given, so there will be no data from that metric for 2018-19. Students in Grades 5 and 8 will be given CHKS for the 2019-20 school year, so the action will remain in this LCAP
- The District was unable to update the Digital Citizenship Curriculum (4.15), but this work will be a part of the SCSD Technology Plan update during the 2019-20 school year
- With many changes in leadership at the site and district level, the District was unable to engage principals and leaders in equity training (4.17). This will be a part of the professional development plan for leaders for 2019-20.
- Action 4.2 was modified to include a new classified Behavior Support Technician position.
- Action 4.12 was rewritten to reflect input from DELAC as explained in modified action 2.16e
- Action 4.18 was added for 2019-20: Identify Digital Tools that Deepen Critical Thinking and Content Knowledge

As mentioned in the annual update section of Goal 2, the 2019-20 budget was updated to include new expenditures in support of unduplicated pupils in Actions 4.2 and 4.5. $60,000 was budgeted for the aforementioned Behavior Support Technician in Action 4.2. $120,000 was budgeted for one full-time counselor position in Action 4.5.

The budgeted funds for Action 4.9 was decreased from $5000 to $2500 to reflect actual use during this school year.

In addition, some targets were adjusted based on current progress.
Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

Overall Site/District Input Summary:
The District is committed to meaningful stakeholder engagement as an integral part of developing not only an effective Local Control Accountability Plan but also design of the Strategic Plan, etc. A variety of meetings and activities were held to involve all stakeholders in the LCAP process including the discussion and review of goals, review of district data as well as proposed actions and services. Continued reflection and revision of the process is based on feedback from stakeholders annually. With that said, the ongoing engagement at both site and district levels has seemingly worked effectively. Feedback from the District LCAP Parent Advisory committee (PAC), District English Learner Advisory Committee (DELAC) and Special Education District Advisory Council (SEDAC) resulted in feedback detailed in the sections below and that feedback was incorporated into this plan in all four goal areas.

Due to the $2.5 million budget shortfall predicted for 2019-2021, the Superintendent also formed a Budget Advisory Committee of all stakeholders (Board Members, Site and District Leadership, CSEA, SCTA, Parents, Community Members, PTA and Foundation Leadership) to discuss possible areas for budget reductions. These suggestions were incorporated into the budget development process and, in turn, into the LCAP budget.

In addition to District level engagement, sites continued to use their Site Council (including relevant subgroups to their sites) to form site LCAP advisory/Site Council committees. The feedback from these committees fed the District LCAP Advisory Committee. Additionally, SCTA and CSEA bargaining were engaged through existing structures of site staff meetings and surveys to provide input for the LCAP.

In the spirit of transparency with readers (and because the vast majority of SCSD schools are dependent charter schools), specific information pertaining to each site and stakeholder group has been included below. In addition, district level engagement opportunities to solicit feedback and input (including meetings, surveys, etc.) are noted separately. These meetings/activities are summarized below and this format was selected to ensure community members/school members/readers are able to fully see the engagement process over time, across sites, with critical stakeholder groups.

District Leadership:
Preschool, Elementary and Middle School Administrators met weekly with District Administration to discuss a wide variety of issues, including LCAP. The LCAP was formally discussed on 1/28/19, 2/4/19, 2/25/19, 3/4/19, and 3/18/19. Leaders also convened three work sessions on 4/22/19, 4/29/19 and 5/6/19 to consolidate site feedback and determine site and district next steps.

Arroyo School Stakeholder Engagement:
Staff: Sept. 11 Review LCAP goals, Oct. 16 (ELD), Nov. 27 (EL monitoring), Jan. 8 (Math Data), March 27 LCAP feedback session
Site Council: April 18th, March 21st, Feb. 14th, Jan. 17th
Parent: PTA meetings: April 18th, March 13th, Feb. 13th, Oct. 10th
Strategic Plan Survey of Staff, Students and Families: February 11- March 6, 2019
All staff, parents, and committee stakeholders were engaged in ongoing LCAP feedback and updates on goals. Data was reviewed and monitoring was continued throughout the school year.

Arundel School Stakeholder Engagement:
Staff: March 26
Site Council: October 23, February 5, March 5, April 30
Parent: PTA Meetings: April 10
Strategic Plan Survey of Staff, Students and Families: February 11- March 6, 2019

Brittan Acres School Stakeholder Engagement:
Staff: February 26, March 19, April 16
Site Council: November 29, January 31, March 7, April 25
Parent: PTA meetings: August 23, September 12, October 10, November 14, December 12, January 16, February 6, March 13, April 10, May 8, June 5
Strategic Plan Survey of Staff, Students and Families: February 11- March 6, 2019

Heather School Stakeholder Engagement:
Staff: Sept. 11, Oct. 16, Nov. 27, Dec. 11, Jan. 8, Jan. 22, March 26, April 9
Site Council: Sept 9, Oct 25, Jan 10, March 7, April 9
Parent: PTA meetings: Sept. 11, Oct. 9, Nov. 13, Mar. 12, April 9
Strategic Plan Survey of Staff, Students and Families: February 11- March 6, 2019

Central Middle School Stakeholder Engagement:
Staff Meetings 2018-19: Sept 20, Oct 18, Nov 15, Jan 8, Jan 17, Jan 22, Feb 5, Feb 26, March 12, March 26, April 9, April 23, April 23
Site Council 2018-19: Sept 20, Oct 18, Nov 15, Jan 17, Feb 14, March 21, April 18
PTA Meeting 2018-19: Oct 10, Feb 13, March 13, April 18
Strategic Plan Survey of Staff, Students and Families: February 11- March 6, 2019

Tierra Linda Middle School Stakeholder Engagement:
Staff: Sept. 11 Review LCAP goals, Sept. 25 (Behavior / PBIS), Oct. 16 (ELD), Nov. 27 (EL monitoring), Jan. 8 (Math Data), March 27 (LCAP feedback session)
Site Council: Nov. 08, 2018 (LCAP goals), Jan. 21, (Safety Plan), March 28 (LCAP feedback session)
Parent: PTA meetings: March 11 (LCAP overview, goals), April 15 (LCAP feedback session and data analysis)
Principal drop in time:

Strategic Plan Survey of Staff, Students and Families: February 11- March 6, 2019

White Oaks Stakeholder Engagement:
Staff: 11/27, 1/8, 2/26, 3/26, 4/9
Site Council: 9/27, 11/29, 1/24, 2/14, 3/21, 4/25
Parent PTA meetings: 9/5, 11/28, 3/6, 4/12
Strategic Plan Survey of Staff, Students, and Families: February 11- March 6, 2019

District English Language Advisory committee (DELAC) met on 2/1/19, 3/15/19, 4/26/19 and 5/8/19 (PAC and DELAC met together on 5/8 to engage around the LCAP). The bulk of the LCAP work occurred on 4/26 and 5/8.

Special Education District Advisory Committee (SEDAC) met to discuss LCAP areas of progress and need on 3/29/19.

The District Parent LCAP Advisory Committee met on 3/26/19, 4/19/19 and 5/8/19. PAC and DELAC met together on 5/8 to engage around the LCAP.

A web-based survey (Panorama - SCSD Strategic Plan Survey) was conducted to gather feedback from students in Grades 3-8, staff/teachers and families in from February 11- March 6, 2019. In addition, a survey of preschool parents was conducted in April 2019.

The California Healthy Kids Survey (CHKS) was not given, so there will be no data from that metric for 2018-19. Students in Grades 5 and 8 will be given CHKS for the 2019-20 school year, so the action will remain in this LCAP as part of Goal 4.

The Superintendent's Budget Advisory Committee met on 10/25, 11/15, 1/24, 2/7, 3/7, 4/18 and 5/30 to discuss the $2.5 million budget shortfall, the ensuing budget stabilization plan, and the budget development process.

The School Board was also an integral part of the district governance team, providing local accountability, and has been involved in the LCAP process throughout the school year including:

October 4: CHKS Results
October 18: CAASPP (SBAC) Results
November 1: PFT Results  
November 15: CA Dashboard Local Indicators  
December 20: Professional Development Update  
January 31: Math Update I  
February 14: Social Science Textbook Recommendation  
February 28: Low Performing Students Block Grant Proposal  
March 14: Literacy Support Program Update  
March 28: NGSS Update  
April 11: Math Update II  
May 23: K-2 Phonics and 6-8 Reading Units of Study Adoption  
May 23: Budget Study Session and LCAP Update (Including AMO's an analysis of data)  
June 3: Public Inspection of LCAP & Budget Overview for Parents (posted)  
June 6: Public Hearing and Input  
June 13: Proposed Board Adoption of LCAP and Budget

### Impact on LCAP and Annual Update

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

**Overall District Update:**  
The community involvement process involved multiple stakeholder groups at varying levels, over time. Each site engaged their classified and certificated staff, parents and students (grades 3-8) through meetings, surveys and conversations. Under each goal area, actions were modified based upon feedback from our stakeholders while still addressing the 8 State priorities overall.

While progress is being made in all areas, there continues to be an achievement gap between "ALL" students and those classified as "unduplicated," particularly for socio-economically disadvantaged students and English Learners. This gap is also noted for Students with Disabilities. Therefore, continued efforts and supports will be placed on these student groups in significant ways, including improved progress monitoring throughout the school year. Although a highly concerted effort was made to achieve all goals, actions and services, and significant progress was made in several areas, some target goals were not attained.

DELAC included members from each school and yielded the following suggestions for future consideration specific to EL students; additional input combined with PAC can be seen below in the PAC section:
• Parents have a strong desire to support their child's ELD progress at home, and they want a set of resources (including online tools) to support at-home learning. Parent education and guidance from teachers also is important so that parents understand how to best support their child.

• Rather than having EL parent meetings that are sparsely attended, the committee recommended having overarching tools available to EL families (such as a glossary of educational terms, especially those related to EL's), and pairing EL families with "buddy" families at the school site that speak the same primary language. These mechanisms would facilitate communication between families, District staff and Site Principals.

Based upon feedback, readers will see actions/services addressing English Learners throughout the plan.

SEDAC conversations yielded the following suggestions for updates to actions/services: 3.11 Need to continue (every year) to communicate and educate families about the district HW policy and philosophy and practices of "At-home" learning; Investigate the possibility of communication to parents regarding progress of students in small group counseling.

Bargaining Units: SCTA and CSEA input is included in other measures noted elsewhere in this document through the comprehensive engagement process and the Budget Advisory Committee.

CSEA members expressed that they do not receive enough training. The District has received monies through AB1808 specifically for this purpose and plans to spend the dollars for next year are in development.

Part of a good learning environment includes clean/safe classrooms and common areas. While schools have been well-maintained by custodial staff for many years, many of the sites are showing their age, Due to the budget shortfall, three custodial positions were eliminated. As part of the budget stabilization plan, the Facilities, Maintenance, Operations and Transportation (FMOT) Department has undergone a major restructuring, and is now supervised by just one Director rather than a separate supervisor for each area. New procedures for cleaning and systems for ordering supplies and placing work orders will be implemented for the 19-20 school year. The reductions in custodial positions were expressed as a concern by both bargaining units at Budget Advisory Committee.

Technology Associates are being significantly reduced for the 2019-20 school year through the Budget Stabilization Plan. These reductions were also expressed as a concern by both bargaining units at Budget Advisory Committee, given the reliance on technology for teachers and students throughout the district. District staff and teachers will focus on developing an updated model for technology integration as part of the Technology Plan update during the 2019-20 school year.

Library associate hours were reduced a few years back, and have not been restored. A further reduction in Library Associate hours was also proposed as part of the Budget Stabilization Plan. Librarians are serving students before, during and often after school. As of the date of this plan, the plan to further reduce hours has been placed on hold with hopes that additional funds from the San Carlos Education Foundation will be able to support keeping these hours.
Based upon feedback, readers will see actions/services addressing this input throughout the plan.

PAC/DELAC discussion on May 8, 2019 yielded the following take-aways:

**Instructional Program/Student Achievement:**
Both DELAC and PAC gave positive input regarding evidence towards implementation of Reading/Writing Units of Study as well as increased RFEP/decreased LTEL rates. Both PAC and DELAC had input regarding homework, which covered having access to homework in one place and teachers providing personalized homework (via digital programs, PBL)

**Technology and the Whole Child Approach:**
Both DELAC and PAC gave positive input on using technology to support differentiated learning and assessment, as well as student access to technology.

Given the District emphasis on the whole child, both DELAC and PAC expressed the value of Social Emotional Learning and the importance of having a school counselor on each site.

Concerns regarding continued support of SEL and integrating technology in the classroom were also expressed, given next year’s budget constraints.

**Communication:**
Both DELAC and PAC gave input about teacher communication to parents regarding student progress as both a positive in evidence towards progress, and as an area where improvement is needed.

Both groups expressed a desire for even more consistent and effective communication from both district and school sites about opportunities and issues that affect district students and families.

Based upon feedback, readers will see actions/services addressing this input throughout the plan.

Panorama Strategic Plan survey was completed by 2,745 parents who identified the following needs:
1) Parents still desire appropriate and meaningful homework policy and want more information about how at-home learning supports their child's personalized learning goals (favorable responses decreased 1% to 68% this year)
2) Continued desire for high expectations (rigor) for students (favorable responses decreased 3% to 52% this year)
3) Improved communication from staff on how their student is performing academically, and what their child needs to learn in order to demonstrate success at each grade level (although this area increased 2%, only 68% of parents responded favorably)
4) Continued Work is needed in Staff helping Students to Learn to Resolve Conflicts (74%, decreased 2%), and Staff Sensitivity to Issues Regarding Race, Gender, Sexual Orientation and Disabilities (76%, Decreased 3%)

Panorama Strategic Plan survey completed by 151 Staff and 150 Teachers who identified the following needs:
1) More time to collaborate with colleagues (53% report that staff have sufficient collaboration time, an increase of 2%)
2) Staff morale needs a boost (61% of teachers replied favorably that school morale is positive at their school, a decrease of 2%)
3) Improved means to learn from the evaluation process, and more frequent feedback on goals (49% of teachers responded favorably that they learn more than "some" from the evaluation process, a decrease of 2%)  
4) A need for further professional development on integrating technology into teaching practices (45% of teachers responded favorable to this question, a decrease of 2%) 

Panorama Strategic Plan survey completed by 1864 students who identified the following needs:  
1) Too many students report being disconnected from their own learning, and and report that homework it is not meaningful and supportive, especially in 7th and 8th grade (51% of students in grades 3-8 responded favorably to the following statement: "I find the things I learn in school interesting, a decrease of 2%; 60% of students in grades 3-8 responded favorably to the meaningful homework question, a decrease of 2%)  
2) Desire for increased tinkering/building/maker experiences, and learning opportunities that are of interest to them (60% of students responded favorably that they have opportunities to make/build things at school)  
3) Improved cleanliness of school (56% of students responded favorably that their school is clean and well maintained, a decrease of 1%)  
4) Improved school climate, especially at the middle school level (34%, 36% and 36% of grade 6-8 students responded favorably to the prompt "Students treat each other with respect at school")  

Given the above, actions/services addressing the above are evident in Goals #1, 2, 3 and 4  

PD Surveys given throughout the year affirmed that teachers highly valued the Reading Workshop trainings, Math in Focus trainings, targeted offerings on Wednesday afternoons, collaboration time for planning and assessment and site based professional learning opportunities. Teachers expressed the value of the coaching sessions in ELA and Math, seeing "demo" lessons in action, and using the results of assessment, and would like to see it continue for next year, but less frequently, as it is difficult to be out of class so often. Middle school English Teachers also want to continue their coaching work in the area of Reading Workshop. Middle school Science Teachers want to continue collaboration in selecting NGSS-aligned materials in 2019-20. Middle School History/Social Science Teachers reported positively about the adoption process and are looking forward to implementing those materials next year. Middle school teachers expressed excitement about the August PD on sound grading, authentic feedback and restorative practices and want to continue this work into the 2019-20 school year.  

Based upon feedback, readers will see actions/services addressing this input throughout the plan.
Goals, Actions, & Services

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

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

| Unchanged Goal |

Goal 1

All students will receive core instruction, in a well-maintained facility, from educators who are fully credentialed and appropriately assigned and who value and support the development of "whole child" preparing our youth to successfully meet the CCSS, NGSS and State Health Standards and become well rounded, college and career ready individuals in global society

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 2: State Standards (Conditions of Learning)</td>
</tr>
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<td></td>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
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<tr>
<td></td>
<td>Priority 5: Pupil Engagement (Engagement)</td>
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<td></td>
<td>Priority 6: School Climate (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
<tr>
<td>Local Priorities:</td>
<td>Sense of Belonging and Student Engagement</td>
</tr>
</tbody>
</table>

Identified Need:

The goal of having 100% of teachers fully credentialed and appropriately assigned was not met, but is valued as a continued need. 100% of students have access to core curriculum; valued as a continued need to maintain. Facilities inspection tool remains generally positive; however, some deferred maintenance is still needed and a plan for this will be updated by Facilities Team.

Due to a $2.5 million short fall, budget reductions were necessary to maintain fiscal solvency for the 2019-20 school year. As a result, school counselors will be reduced from 6.2 to 4.0 FTE for 19-20, tech associate support at each school will be significantly reduced, and custodial staff will be reduced by 3.0 FTE.

While each school will maintain a counselor, that counselor will need to share two sites, rather than being dedicated to a single site. District staff will work with counselors and site administration to develop a new model that will continue to allow counselors to serve students in need as their first priority. District staff and teachers will also focus on developing an updated model for technology
integration as part of the Technology Plan update during the 2019-20 school year. As mentioned in the annual update section, the restructuring of the FMOT Department will help facilitate the reductions in custodial staff, and reorganize the cleaning and ordering procedures to increase efficiency.

### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of Teachers Fully Credentialed and Appropriate Assigned</td>
<td>2016-2017 100%</td>
<td>Target: Maintain 100% Actuals for 2017-2018 As of CBEDS, 162/167 (97%) of teachers were fully credentialed and 163/167 teachers were appropriately assigned. This four misassigned teachers were corrected by January 22, 2018.</td>
<td>Target: Maintain 100% Actual: As of CBEDS 2018, 156/157 (99%) teachers were fully credentialed and 156/157 teachers were appropriately assigned. The one misassigned teacher was corrected by March 15, 2019.</td>
<td>Target: 100%</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
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<tr>
<td>Percent of students having access to Standards-aligned core curriculum materials (Beginning in 2017-2018, as measured by Local Indicator survey of principals)</td>
<td>100%</td>
<td>Target: Maintain 100% Actual: 100%</td>
<td>Target: Maintain 100% Actual: 100%</td>
<td>Target: Maintain 100%</td>
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<tr>
<td>Percent of teachers trained in newly adopted Math in Focus Curriculum (K-5)</td>
<td>50%</td>
<td>Target: Maintain 100% Actual: 100%</td>
<td>Target: Maintain 100% Actual: 100%</td>
<td>Target: Maintain 100%</td>
</tr>
<tr>
<td>Percent of teacher implementing CCSS (Beginning in 2017-2018, as measured by Local Indicator survey of principals)</td>
<td>100%</td>
<td>Target: Maintain 100% Actual: 100%</td>
<td>Target: Maintain 100% Actual: 100%</td>
<td>Target: Maintain 100%</td>
</tr>
</tbody>
</table>
Planned Actions / Services

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

<table>
<thead>
<tr>
<th>Action 1</th>
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</thead>
<tbody>
<tr>
<td><strong>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</strong></td>
</tr>
<tr>
<td><strong>Students to be Served:</strong> (Select from All, Students with Disabilities, or Specific Student Groups)</td>
</tr>
<tr>
<td>All</td>
</tr>
<tr>
<td><strong>OR</strong></td>
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<tr>
<td><strong>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</strong></td>
</tr>
<tr>
<td><strong>Students to be Served:</strong> (Select from English Learners, Foster Youth, and/or Low Income)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
</tr>
</tbody>
</table>

**Actions/Services**

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

Modified Action

Modified Action

Unchanged Action

**2017-18 Actions/Services**

1.0 SCSD values the "whole child" and desires to have strong educators instructing and nurturing our students to become well rounded individuals, college and career ready students. As such, below is a brief summary of key foundations to our overall Base Program for all students:

- All students will be instructed in facilities that are not only in good repair but conducive to meeting the developmental needs of our

**2018-19 Actions/Services**

1.0 SCSD values the "whole child" and desires to have strong educators instructing and nurturing our students to become well rounded individuals, college and career ready students. As such, below is a brief summary of key foundations to our overall Base Program for all students:

- All students will be instructed in facilities that are not only in good repair but conducive to meeting the developmental needs of our preschool-

**2019-20 Actions/Services**

1.0 SCSD values the "whole child" and desires to have strong educators instructing and nurturing our students to become well rounded individuals, college and career ready students. As such, below is a brief summary of key foundations to our overall Base Program for all students:

- All students will be instructed in facilities that are not only in good repair but conducive to meeting the developmental needs of our preschool-
preschool-third, fourth-fifth and sixth-eighth grade students

- All students will receive core instruction from teachers using appropriate instructional materials and who are appropriately assigned and fully credentialed

- All at-risk students will receive Response to Intervention (RTI) from teachers and support staff who are qualified to provide such supports

- All new teachers will participate and be supported by mentors through the BTSA program at San Mateo County Office of Education

- District staff will be provided professional learning opportunities on core content and provided support for planning, delivering, and reflecting on Common Core lessons and the 5Cs/Habits of Mind to ensure rigor and personalized learning opportunities for students

- All staff will be supported with professional learning opportunities that facilitate engaging in collaborative analysis of student work and assessment results to determine effectiveness of lessons, student growth, learning and formative discussions to plan next instructional steps including use of Illuminate

- Staff will be supported with professional learning opportunities to implement new curriculum as well as support of teachers understandings around Response to Intervention/Instruction (RTI) Support for struggling students

- Teachers will receive support from Technology Associates on integration of
- Staff will be supported with professional learning opportunities to implement new curriculum as well as support of teachers understandings around Response to Intervention/Instruction (RTI) Support for struggling students
- Teachers will receive support from Technology Associates on integration of technology into their curriculum (including their PBL lessons) and infrastructure support
- Professional development will be provided for all classified staff in their areas of discipline.
- All students will have course access to core classes including physical education. Further, all students will have access to expanded health and wellness opportunities including both physical and social emotional/mental health wellness (including a variety of tiers of support--prevention and intervention)
- Counselors are available on each campus to support all learners
- All students will have course access to both art and music programs
- All students will be educated in a safe, inclusive, positive and supportive school environment
- All students will have access to all required books, instructional materials and technology resources needed to learn

1.1 All students will be instructed in facilities that are not only in good repair but conducive to meeting the developmental needs of our preschool-third, fourth-fifth and sixth-eighth grade students (Facility Operating Expenditure)

1.2 All students with IEPs will receive special education from teachers using appropriate instructional materials and who are appropriately assigned and fully credentialed (Special Education)
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
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<td>$4,445,441</td>
<td>Base</td>
<td>3000-3999: Employee Benefits Action 1.0</td>
<td>$770,354</td>
<td>Base</td>
<td>3000-3999: Employee Benefits Action 1.0</td>
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<td>$542,717</td>
<td>Base</td>
<td>3000-3999: Employee Benefits Action 1.0</td>
<td>$698,231</td>
<td>Base</td>
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<td>$3,711,049</td>
<td>Base</td>
<td>4000-4999: Books And Supplies Action 1.0</td>
<td>$3,415,269</td>
<td>Base</td>
<td>4000-4999: Books And Supplies Action 1.0</td>
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<td>1.10 Facilities operating expenditures Base</td>
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<td>1.10 Facilities operating expenditures Base</td>
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</tbody>
</table>

materials and technology resources needed to learn
| Amount  | $7,235,805 | $7,340,960 |
| Source  | Special Education | Special Education |
### Goals, Actions, & Services

**Strategic Planning Details and Accountability**

Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

<table>
<thead>
<tr>
<th>Goal 2</th>
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</thead>
</table>

**Increase student achievement across all sites, grade levels and subgroups to ensure each student makes adequate progress on CCSS, NGSS and 5C’s/Habits of Mind.**

<table>
<thead>
<tr>
<th>State and/or Local Priorities addressed by this goal:</th>
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<tbody>
<tr>
<td><strong>State Priorities:</strong></td>
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<tr>
<td><strong>Local Priorities:</strong></td>
</tr>
</tbody>
</table>

**Identified Need:**

Panorama Strategic Plan survey was completed by 2,745 parents who identified the following needs:

1) Parents still desire appropriate and meaningful homework policy and want more information about how at-home learning supports their child's personalized learning goals (favorable responses decreased 1% to 68% this year)

2) Continued desire for high expectations (rigor) for students (favorable responses decreased 3% to 52% this year)

3) Improved communication from staff on how their student is performing academically, and what their child needs to learn in order to demonstrate success at each grade level (although this area increased 2%, only 68% of parents responded favorably)

Panorama Strategic Plan survey completed by 151 Staff and 150 Teachers who identified the following needs:

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2) Staff morale needs a boost (61% of teachers replied favorably that school morale is positive at their school, a decrease of 2%)

3) Improved means to learn from the evaluation process, and more frequent feedback on goals (49% of teachers responded favorably that they learn more than "some" from the evaluation process, a decrease of 2%)
4) A need for further professional development on integrating technology into teaching practices (45% of teachers responded favorably to this question, a decrease of 2%)

Panorama Strategic Plan survey completed by 1864 students who identified the following needs:
1) Too many students report being disconnected from their own learning, and and report that homework it is not meaningful and supportive, especially in 7th and 8th grade (51% of students in grades 3-8 responded favorably to the following statement: "I find the things I learn in school interesting, a decrease of 2%; 60% of students in grades 3-8 responded favorably to the meaningful homework question, a decrease of 2%)
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3) Improved cleanliness of school (56% of students responded favorably that their school is clean and well maintained, a decrease of 1%)
4) Improved school climate, especially at the middle school level (34%, 36% and 36% of grade 6-8 students responded favorably to the prompt "Students treat each other with respect at school")

Teacher Professional Development survey identified support for continued PD in the following areas: Reading and Writing Units of Study (K-8), Math (K-5), NGSS (K-8), as well as school climate/Restorative Practices and sound grading/authentic assessment and feedback increase student ownership for learning in grades 6-8.

Physical Fitness Test data showed overall positive results in student health, with modest gains in each domain; however, target goals in Body Composition were not met.

While SBAC and local data showed positive gains in both Math and ELA for all students and most subgroups, achievement gaps between "all students" and "unduplicated" students are still prevalent, as noted in prior sections.

### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learner Measures</td>
<td>AMAO 1: 80% At Risk: 3.30% LTEL: 4% RFEP: 4%</td>
<td>Actual 2016-2017 English Learner Measures based on CELDT: AMAO 1: Please note, this measure was eliminated by the state in 2016-2017 in preparation for the Target TBD</td>
<td></td>
<td>The CELDT was eliminated by the State in 2016-2017 in preparation for the launch of the CA Dashboard. The ELPAC was added as a new metric for 2019-20 below.</td>
</tr>
</tbody>
</table>

Based on CELDT: AMAO 1
At-Risk (4-5 years)
Long Term English Learner (LTEL)

A new state data source was established in 2017-2018 ELPAC. We have not yet received results, and are unable to set targets for 2018-2019 or 2019-2020 at this time. This section
<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reclassified Fully English Proficient (RFEP)</td>
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<tr>
<td>SBAC ELA Percent At/Above Standard:</td>
<td>2015-2016 Results:</td>
<td>Actual 2016-2017:</td>
<td>Target: Increase by 3%</td>
<td>Target: Increase by 3%</td>
</tr>
<tr>
<td>All Students (Grades 3-8)</td>
<td>77%</td>
<td>77% (All)</td>
<td>80% (All)</td>
<td>82% (All)</td>
</tr>
<tr>
<td>English Learners</td>
<td>41%</td>
<td>40% (EL)</td>
<td>43% (EL)</td>
<td>37% (EL)</td>
</tr>
<tr>
<td>Economically Disadvantaged Students With Disability</td>
<td>39%</td>
<td>41% (SED)</td>
<td>44% (SED)</td>
<td>51% (SED)</td>
</tr>
<tr>
<td></td>
<td>28%</td>
<td>21% (SWD)</td>
<td>24% (SWD)</td>
<td>29% (SWD)</td>
</tr>
</tbody>
</table>

Please note: To streamline and clarify reporting, this RFEP measure is adjusted to reflect how this data is reported in CALPADS. This RFEP data is collected from the date of CBEDS 2016-2017 to CBEDS 2017-2018 (1 year from October to October). If we had used this time period for our prior LCAP, the baseline would have been 4.12%.

The launch of the CA Dashboard. At-Risk (4-5 years): 3.3%
Long Term English Learner (LTEL): 4.0%
Reclassified Fully English Proficient (RFEP): 19.43% (62/319 English Learners)

ELPAC results will be shared at a public Board meeting once they are available.

Average Distance from Level 3 (proficient):
ELA: 58

Average Distance from Level 3 (proficient):
ELA: +61

Average Distance from Level 3 (proficient):
ELA: +62
<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Actual:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SBAC % Math At/Above Standard:</td>
<td></td>
<td>79% (All)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Students (Grades 3-8)</td>
<td></td>
<td>34% (EL)</td>
<td></td>
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</tr>
<tr>
<td>English Learners</td>
<td></td>
<td>48% (SED)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged Students with Disability</td>
<td></td>
<td>26% (SWD)</td>
<td></td>
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</tr>
<tr>
<td>Actual 2016-2017:</td>
<td></td>
<td>74% (All)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Students</td>
<td></td>
<td>37% (EL)</td>
<td></td>
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</tr>
<tr>
<td>English Learners</td>
<td></td>
<td>36% (SED)</td>
<td></td>
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<tr>
<td>Economically Disadvantaged Students with Disability</td>
<td></td>
<td>23% (SWD)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Distance from Level 3 (proficient):</td>
<td></td>
<td>Math: 66</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math:</td>
<td></td>
<td>+66</td>
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<tr>
<td>SBAC % Math At/Above Standard:</td>
<td></td>
<td>77% (All)</td>
<td></td>
<td></td>
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<td>All Students</td>
<td></td>
<td>46% (EL)</td>
<td></td>
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<tr>
<td>English Learners</td>
<td></td>
<td>39% (SED)</td>
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<tr>
<td>Economically Disadvantaged Students with Disability</td>
<td></td>
<td>25% (SWD)</td>
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<tr>
<td>Average Distance from Level 3 (proficient):</td>
<td></td>
<td>Math: 69</td>
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<tr>
<td>Math:</td>
<td></td>
<td>+69</td>
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<td></td>
</tr>
<tr>
<td>Actual 2017-2018:</td>
<td></td>
<td>79% (All)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Students</td>
<td></td>
<td>38% (EL)</td>
<td></td>
<td></td>
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<tr>
<td>English Learners</td>
<td></td>
<td>42% (SED)</td>
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<tr>
<td>Economically Disadvantaged Students with Disability</td>
<td></td>
<td>27% (SWD)</td>
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</tr>
<tr>
<td>Average Distance from Level 3 (proficient):</td>
<td></td>
<td>Math: 53</td>
<td></td>
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<tr>
<td>Math:</td>
<td></td>
<td>+53</td>
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<td></td>
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<tr>
<td>Reading and Writing Assessments:</td>
<td></td>
<td>80% (All)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 2 Writing:</td>
<td></td>
<td>41% (EL)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015-2016 Results:</td>
<td></td>
<td>37% (EL)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016-2017 Results:</td>
<td></td>
<td>36% (SED)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017-2018 Targets</td>
<td></td>
<td>23% (SWD)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 2 Writing:</td>
<td></td>
<td>78%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 2 Writing:</td>
<td></td>
<td>79%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Target: Increase by 3%, or reach 90%</td>
<td></td>
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<tr>
<td>Target: Increase by 5%, or reach 90%</td>
<td></td>
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<tr>
<td>Grade 2 Writing:</td>
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<td>Grade 2 Writing:</td>
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</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
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<tr>
<td></td>
<td>Grade 2 Opinion Writing Assessment-met grade level proficiency (Added in 2018) English Learners: SED: Sped:</td>
<td>Grade 4 Writing: 72% Grade 8 Writing: 63% 2015-2016 DRA-2 Spring Assessment: K, 1 &amp; 2 Reading: 89.3%</td>
<td>Grade 4: 76% Grade 8: 70% 2017-2018 Actuals Reading and Writing Assessments: Grade 2 Writing: 87% (ALL) English Learners: 61% SED: 64% Sped: 52%</td>
<td>90% (ALL) English Learners: 66% SED: 69% Sped: 57%</td>
</tr>
<tr>
<td>Grade 4 Opinion Writing Assessment-met grade level proficiency (Added in 2018) English Learners: SED: Sped:</td>
<td>Grade 4 Writing: 74% (ALL) English Learners: 48% SED: 26% Sped: 27%</td>
<td>Grade 8 Writing: 74% (ALL) English Learners: 53% SED: 31% Sped: 32%</td>
<td>Grade 4 Writing: 74% (ALL) English Learners: 36% SED: 55% Sped: 22% SWD: 67%</td>
<td>Grade 8 Writing: 66% (ALL) English Learners: 20% SED: 37% Sped: 10%</td>
</tr>
<tr>
<td>Grade 8 Spring 2016 Opinion Writing Assessment-met grade level proficiency (Added in 2018) English Learners: SED: Sped:</td>
<td>Grade 8 Writing: 69% (ALL) English Learners: 31% SED: 50% Sped: 17%</td>
<td>Grade 8 Writing: 66% (ALL) English Learners: 67% SED: 58% Sped: 65%</td>
<td>Grade 8 Writing: 66% (ALL) English Learners: 20% SED: 37% Sped: 10%</td>
<td>Grade 8 Writing: 66% (ALL) English Learners: 20% SED: 37% Sped: 10%</td>
</tr>
<tr>
<td>Reading Grades K, 1. &amp; 2 DRA2 Spring Results-met grade level benchmark (Added in 2018) English Learners: SED: Sped:</td>
<td>K, 1 &amp; 2 Reading: March DRA-2 2018 Assessment:90% (ALL) English Learners: 62% SED: 53% Sped: 57%</td>
<td>Actual: Grade 2 Writing: 87% (ALL) English Learners: 62% SED: 58% SWD: 67%</td>
<td>Grade 4 Writing: 71% (ALL) English Learners: 8%</td>
<td>Grade 4 Writing: 74% (ALL) English Learners: 36% SED: 55% Sped: 22% SWD: 67%</td>
</tr>
</tbody>
</table>

K-2 Reading: March DRA-2 2018 Actual: Grade 2 Writing: 87% (ALL) English Learners: 62% SED: 58% SWD: 67% Grade 4 Writing: 71% (ALL) English Learners: 8%
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Aerobic Capacity Grade 5: 93%</td>
<td></td>
<td></td>
<td>SED: 29%</td>
</tr>
<tr>
<td>Aerobic Capacity Grade 7: 88%</td>
<td></td>
<td></td>
<td>SWD: 12%</td>
</tr>
<tr>
<td>Body Composition Grade 5: 79%</td>
<td></td>
<td></td>
<td>Grade 8 Writing:</td>
</tr>
<tr>
<td>Body Composition Grade 7: 77%</td>
<td></td>
<td></td>
<td>63% (ALL)</td>
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</tbody>
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<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>2017 Overall District Data:</td>
<td></td>
<td></td>
<td>ELs: 77%</td>
</tr>
<tr>
<td>5th Grade Aerobic Capacity 91% (slightly below our target of 93%)</td>
<td></td>
<td></td>
<td>SED: 64%</td>
</tr>
<tr>
<td>7th Grade Aerobic Capacity 86% (slightly below our target of 88%)</td>
<td></td>
<td></td>
<td>SWD: 65%</td>
</tr>
<tr>
<td>5th Grade Body Composition 79% (slightly below our target of 81%)</td>
<td></td>
<td></td>
<td>K-2 Reading</td>
</tr>
<tr>
<td>7th Grade Body Composition 80% (slightly below our target of 81%)</td>
<td></td>
<td></td>
<td>March 2019 DRA-2 Results</td>
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</tbody>
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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Increase by 5%, or maintain/reach 90%</td>
<td></td>
<td></td>
<td>Aerobic Capacity Grade 5: maintain 90% or higher</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Aerobic Capacity Grade 7: 90%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Body Composition Grade 5: 84%</td>
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<td></td>
<td></td>
<td></td>
<td>Body Composition Grade 7: 85%</td>
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</tbody>
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<tbody>
<tr>
<td>Increase by 3%, or maintain/reach 90%</td>
<td></td>
<td></td>
<td>Aerobic Capacity:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Grade 5: maintain 90% or higher</td>
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<td></td>
<td></td>
<td></td>
<td>Grade 7: maintain 90% or higher</td>
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<td></td>
<td></td>
<td>Body Composition:</td>
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<td></td>
<td></td>
<td></td>
<td>Grade 5: 84%</td>
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<td></td>
<td></td>
<td></td>
<td>Grade 7: 86%</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
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<td>---------</td>
</tr>
<tr>
<td>Strategic Plan/Climate Family Survey</td>
<td>Strategic Plan/Climate Survey (2017)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rigor Question - Percent of Parents that agree or strongly agree that their child is challenged to meet high expectations</td>
<td>61%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strategic Plan/Climate Survey (2018)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Rigor- Percent of Parents that agree or strongly agree that their child is challenged to meet high expectations</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Actual: 66% (an increase of 5% over 2017 results, and below our target of 75%)</td>
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</tr>
<tr>
<td></td>
<td>Actual: Aerobic Capacity:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade 5: 91%</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Grade 7: 92%</td>
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<td></td>
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<tr>
<td></td>
<td>Body Composition:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade 5: 81%</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Grade 7: 83%</td>
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<td></td>
<td>Target: Strategic Plan/Climate Survey (2019)</td>
<td></td>
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<td></td>
<td>Rigor- Percent of Parents that agree or strongly agree that their child is challenged to meet high expectations</td>
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<tr>
<td></td>
<td>71%</td>
<td></td>
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<tr>
<td></td>
<td>Actual: Strategic Plan/Climate Survey (2019)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Rigor- Percent of Parents that agree or strongly agree that their child is challenged to meet high expectations</td>
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<tr>
<td></td>
<td>65%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Target: Strategic Plan/Climate Survey (2020)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Rigor- Percent of Parents that agree or strongly agree that their child is challenged to meet high expectations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>68%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
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<td>---------------------</td>
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<td>---------</td>
</tr>
<tr>
<td>SCSD Math Benchmark Scores Trimester 2 Benchmark</td>
<td>SCSD Math Benchmark Scores Trimester 2 Benchmark 2017-2018 % of Students Meeting Grade Level Expectations in Grades 3 and 5</td>
<td></td>
<td>Targets: Grade 3 ALL Students: 63% ELs: 43% Sped: 24% SED: 21%</td>
</tr>
<tr>
<td>Grade 3 ALL Students: 58% ELs: 38% (N=16) Sped: 19% (N=27) SED: 16% (N=19)</td>
<td>Grade 5 ALL Students: 67% ELs: 48% (N=29) Sped: 27% (N=26) SED: 32% (N=25)</td>
<td>Grade 5 ALL Students: 72% ELs: 53% Sped: 31% SED: 37%</td>
<td>Grade 5 ALL Students: 81% (N=308); ELs: 50% (N=24) SED: 36% (N=22) SWD: 38% (N=26)</td>
</tr>
<tr>
<td>Please note: This is baseline data using prototype assessments. Assessments will be improved based on teacher feedback before fall 2018, and some questions will be altered on the 2019 assessments. Please also note the small group size (N) in some groups. PLEASE NOTE MAY 2018:</td>
<td>This is a new measure in 2017-2018. Please see baseline data in prior column.</td>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Grade 8 Baseline Data</td>
<td>In collaboration with math teachers, the District decided not to develop a Grade 8, Trimester 2 Benchmark, as all Grade 8 students are required to take the Sequoia High School District math placement exam at or near the end of Trimester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall:</td>
<td>Level 4: 63%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Level 3: 23%</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Level 2: 7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Level 1: 7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral Language:</td>
<td>Level 4: 73%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Level 3: 17%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Level 2: 5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Level 1: 5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written Language:</td>
<td>Level 4: 44%</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Level 3: 28%</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Level 2: 19%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Level 1: 9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RFEP Rate: As of CBEDS Collection Date, October 2018:</td>
<td>1% Increase in Overall ELPAC for Levels 2-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Level 4: 64%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Level 3: 24%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Level 2: 8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RFEP Rate:</td>
<td>30%</td>
<td></td>
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</table>
### Metrics/Indicators

<table>
<thead>
<tr>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>76/282 (27%); Increased by 7.5% over CBEDS 2017</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

### Planned Actions / Services

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

#### Action 1

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

| All | All Schools |

OR

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

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

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

### Actions/Services

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

- Modified Action

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

- Modified Action

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

- Modified Action

#### 2017-18 Actions/Services

- 2.0 Educators will implement strategies to increase student achievement for all students:
- 2.1 Create a structure of built-in collaboration time for teachers to review

#### 2018-19 Actions/Services

- 2.0 Educators will implement strategies to increase student achievement for all students:
- 2.1 Examine and refine structure of built-in collaboration time for teachers to review

#### 2019-20 Actions/Services

- 2.0 Educators will implement strategies to increase student achievement for all students:
- 2.1 Examine and refine structure of built-in collaboration time for teachers to review
student data and plan instructional next steps in support of increased student learning on a trimester basis (including developing protocols for examining student work as a team)

2.2 Support Teachers professional learning in learning new curriculum including: K-5 teachers in Reader's Workshop; K-8 Writer's Workshop; K-5 adopted "Math in Focus" curriculum; Grade 6-8 Continued support of Problem Based Math and adopted grade level curriculum; PBL and 5C's/Habits of Mind (district-wide), assessments, NGSS (at upper elementary and middle school level) as well as other content areas such as History, VAPA, Wellness/PE, etc.

2.3 Support/Train “new” teachers through BTSA (Beginning Teacher Support and Assessment) Induction but also in District's Strategic Plan and Initiatives, PBL, 5C's/Habits of Mind, Personalized Learning and District Adopted Curriculum (as identified by teacher need)

2.4 Pilot (K-5) and Administer (6-8) CCSS-aligned math benchmark assessments and performance tasks and create 5C's Performance Tasks/Measures (Grades 3, 5, & 8) to support progress monitoring and collaborative conversations about high impact instructional practices

2.5 Create accessible (K-8) academic support before, during and after school to student data, use Illuminate tools, and plan instructional next steps for increased student learning (time above and beyond release time currently in place).

2.2 With coaching/consultation and dedicated collaboration time, support teachers in planning instructional calendars (pacing) and implementing new curriculum including: K-8 teachers in Reader's Workshop; K-8 Writer's Workshop; K-5 "Math in Focus" curriculum; Grade 6-8 adopted grade level curriculum; PBL and 5C's/Habits of Mind (district-wide), assessments, NGSS (K-8) as well as other content areas such as History, VAPA, Wellness/PE, Environmental Literacy, etc.

2.3 Improve support and training for “new” teachers through BTSA (Beginning Teacher Support and Assessment) Induction but also in District's Strategic Plan and Initiatives, PBL, 5C's/Habits of Mind, Personalizing Learning and District Adopted Curriculum (as identified by teacher need).

2.4 Administer CCSS-aligned benchmark assessments and performance tasks in mathematics K-5 and reading K-5 to support progress monitoring and collaborative conversations about high impact instructional practices Identify and pilot CCSS-aligned reading assessments for grades 6-8 and redesign and pilot CCSS-aligned, course specific math benchmarks in grades 6-8 to support

2.2 With coaching/consultation and dedicated collaboration time, support teachers in planning instructional calendars (pacing) and implementing new curriculum including: K-8 teachers in Reader's Workshop; K-8 Writer's Workshop; K-5 "Math in Focus" curriculum; Grade 6-8 adopted grade level curriculum; PBL and 5C's/Habits of Mind (district-wide), assessments, NGSS (K-8) as well as other content areas such as History, VAPA, Wellness/PE, Environmental Literacy, etc.

2.3 Improve support and training for “new” teachers through BTSA (Beginning Teacher Support and Assessment) Induction but also in District's Strategic Plan and Initiatives, PBL, 5C's/Habits of Mind, Personalizing Learning and District Adopted Curriculum (as identified by teacher need).

2.4 Administer CCSS-aligned benchmark assessments and performance tasks in mathematics K-5 and reading K-5 to support progress monitoring and collaborative conversations about high impact instructional practices Identify and pilot CCSS-aligned reading assessments for grades 6-8 and redesign and pilot CCSS-aligned, course specific math benchmarks in grades 6-8 to support
meet "at risk" student needs including academic support classes at Middle Schools such as: Response To Intervention (RTI) support, English Learner, Study Skills, etc.

2.6 Pilot alternative strategies for sharing student assessment/achievement data (parent/teacher conferences/goal setting, digital portfolio, Back to School Night formats, Illuminate, etc.)

2.7 Partner with neighboring districts and SMCOE to support collaboration, staff development and best practices in CCSS, NGSS, PBL, 5C’s and wellness

2.8 Continue to implement/maintain existing Maker Spaces/Tinker Labs and maker movements, in P-3 and 4-5 and electives including coding and the Engineering Design Process, to enhance tech-infused PBL, 5C’s and NGSS

2.9 Continue to explore new funding options for health education including support for staff training on illness prevention and intervention, sexual health, diversity expansion and alcohol, tobacco and other drug prevention

2.10 Continue to identify alignment of the Health Content Standards with NGSS to be integrated into science units for future implementation in coordination with Wellness Coordinator and the District Nurse and Energy Manager Coordinator

progress monitoring and collaborative conversations about high impact instructional practices in support of student achievement.

2.5. Clarify the district’s RTI model for ELA, Math and ELD in Grades K-8. Pilot accessible (K-8) academic support before, during and after school to meet "at risk" student needs including academic support classes such as: Response To Intervention (RTI) support, English Learner, Study Skills, etc.

2.6 Expand pilots of successful alternative strategies for sharing student assessment/achievement data (parent/teacher conferences/goal setting, digital portfolio)

2.7 PBL/5Cs: Continue SMCOE training for PBL - new staff

2.8 Expand making, tinkering and design opportunities to enhance tech-infused PBL, 5C’s and NGSS (Including our voluntary implementation of Engineering is Elementary curriculum in K-5 and environmental literacy framework)

2.9 Delete for 2018-2019. No new funding expected. PLEASE SEE BELOW

2.10 Review new Health Content Standards. Identify opportunities for integration and alignment with NGSS/SEL for future implementation in coordination

progress monitoring and collaborative conversations about high impact instructional practices in support of student achievement.

2.5. Clarify the district’s RTI model for ELA, Math and ELD in Grades K-8. Pilot accessible (K-8) academic support before, during and after school to meet "at risk" student needs including academic support classes such as: Response To Intervention (RTI) support, English Learner, Study Skills, etc.

2.6 Expand pilots of successful alternative strategies for sharing student assessment/achievement data (parent/teacher conferences/goal setting, digital portfolio)

2.7 PBL/5Cs: Continue SMCOE training for PBL - new staff

2.8 Expand making, tinkering and design opportunities to enhance tech-infused PBL, 5C’s and NGSS (Including our voluntary implementation of Engineering is Elementary curriculum in K-5 and environmental literacy framework)

2.9 Continue to explore new funding options for health education including support for staff training on illness prevention and intervention, sexual health, diversity expansion and alcohol, tobacco and other drug prevention
2.11 Provide support for PD, integration of the 5C's/Habits of Mind, PBL and strategies directly into the classroom

2.12 Increase frequency and efficacy of communication and expand parent education through a variety of formats including Parent Information and Engagement (PIE) nights, district-wide and school newsletters, parent coffees, PTA events, website updates, etc. to reach all stakeholders in the following areas:
- SPED: Supporting your Student in Math at Home (Grade 4-8)
- New Math in Focus Curriculum (K-5)
- Maker Spaces/Engineering Design Process
- NGSS
- 5C's/Habits of Mind
- Personalized Learning
- PBL
- Social-Emotional
- Wellness
- Sustainability

with teachers, Wellness Coordinator and the District Nurses

2.11 Delete for 2018-2019. No new funding expected. Support will be provided from general fund.

2.12 Increase frequency and efficacy of communication and expand parent education through a variety of formats including Parent Information and Engagement (PIE) nights, district-wide and school newsletters, parent coffees, PTA events, website updates, etc. to reach all stakeholders in the areas as identified in data collected for 2017-2018. Include communications about what teachers are learning in PD sessions, and when/why subs will be in classrooms to release teachers.

See below and following actions for 2.13 - 2.16. Action numbers were maintained from the prior LCAP for accounting purposes.

New Actions:

2.17 Curriculum Pilots/Adoptions:
Complete pilot of new History/Social Science curriculum in Grades 6-8, recommend instructional materials for 2019-2020 and bring to the Board for adoption by June 2019.
Continue pilot of NGSS aligned materials for K-5 in order to explore newly approved state materials. (Adoption pending resources and adjusted timeline) Continue

2.10 Review new Health Content Standards. Identify opportunities for integration and alignment with NGSS/SEL for future implementation in coordination with teachers, Wellness Coordinator and the District Nurses

2.11 Delete for 2018-2019. No new funding expected. Support will be provided from general fund.

2.12 Increase frequency and efficacy of communication and expand parent education through a variety of formats including Parent Information and Engagement (PIE) nights, district-wide and school newsletters, parent coffees, PTA events, website updates, etc. to reach all stakeholders in the areas as identified in data collected for 2017-2018. Include communications about what teachers are learning in PD sessions, and when/why subs will be in classrooms to release teachers.

See below and following actions for 2.13 - 2.16. Action numbers were maintained from the 2016-17 LCAP for accounting purposes.

Please Note: See actions below and following actions for 2.13 - 2.16. Action numbers were maintained from the 2016-17 LCAP for accounting purposes.

2.17 Curriculum Pilots/Adoptions:
Complete pilot of new History/Social Science curriculum in Grades 6-8, recommend instructional materials for 2019-2020 and bring to the Board for adoption by June 2019.
Continue pilot of NGSS aligned materials for K-5 in order to explore newly approved state materials. (Adoption pending resources and adjusted timeline) Continue
pilot of NGSS aligned materials for 6-8 and bring recommended materials for Board adoption by June 2019. Continue pilot of Units of Study in Reading in Grades 6-8, adding classroom library materials in order to support a personalized workshop model. Analyze successes and challenges and recommend next steps.

2.18 Strengthen articulation between preschool, TK and K in the area of mathematics. Set up a collaboration Wednesday (District PD Wednesday) for teachers to share practices and identify student learning goals.

Please Note:
Action 2.9 (Reused for 2018-19- see below):
Continue to explore new funding options for health education including support for staff training on illness prevention and intervention, sexual health, diversity expansion and alcohol, tobacco and other drug prevention

Action 2.9 was previously deleted due to the anticipated loss of funding. However, Tobacco Use Prevention Education (TUPE) funding was received for 2018-19 and anticipated again for 2019-20. Therefore, this action and related funding was reinstated this school year.

state materials. (Adoption pending resources and adjusted timeline) Continue pilot of NGSS aligned materials for 6-8 and bring recommended materials for Board adoption by June 2019. Continue pilot of Units of Study in Reading in Grades 6-8, adding classroom library materials in order to support a personalized workshop model. Analyze successes and challenges and recommend next steps.

2.18 Strengthen articulation between preschool, TK and K in the area of mathematics. Set up a collaboration Wednesday (District PD Wednesday) for teachers to share practices and identify student learning goals.
### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
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<th>Budget Reference</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
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**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
<table>
<thead>
<tr>
<th><strong>Students to be Served:</strong></th>
<th><strong>Scope of Services:</strong></th>
<th><strong>Location(s):</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>[Add Scope of Services selection here]</td>
<td>All Schools</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td></td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

**OR**

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

<table>
<thead>
<tr>
<th><strong>Students to be Served:</strong></th>
<th><strong>Scope of Services:</strong></th>
<th><strong>Location(s):</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td></td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**Actions/Services**

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

- Unchanged Action

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

- Unchanged Action

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

- Unchanged Action

**2017-18 Actions/Services**

INCREASED OR IMPROVED SERVICES FOR SUBGROUP 2.13 Technology Staff to support students and teachers in classrooms and with specific apps (e.g. Duolingo, Rosetta Stone, etc.) and programs to support student learning

**2018-19 Actions/Services**

INCREASED OR IMPROVED SERVICES FOR SUBGROUP 2.13 Technology Staff to support students and teachers in classrooms and with specific apps (e.g. Duolingo, Rosetta Stone, etc.) and programs to support student learning (Focus on ELD, Math, ELA)

**2019-20 Actions/Services**

INCREASED OR IMPROVED SERVICES FOR SUBGROUP 2.13 Technology Staff to support students and teachers in classrooms and with specific apps (e.g. Duolingo, Rosetta Stone, etc.) and programs to support student learning (Focus on ELD, Math, ELA)

**Budgeted Expenditures**
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
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</thead>
<tbody>
<tr>
<td>2017-18</td>
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<td>$0</td>
<td>Base</td>
<td>2000-2999: Classified Personnel Salaries 2.13 costs Included in CLASS salary Goal 1 (includes benefits)</td>
</tr>
<tr>
<td>2018-19</td>
<td>$0</td>
<td>Base</td>
<td>2000-2999: Classified Personnel Salaries 2.13 costs Included in CLASS salary Goal 1 (includes benefits)</td>
<td>$0</td>
<td>Base</td>
<td>2000-2999: Classified Personnel Salaries 2.13 costs Included in CLASS salary Goal 1 (includes benefits)</td>
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<tr>
<td>2019-20</td>
<td>$0</td>
<td>Base</td>
<td>2000-2999: Classified Personnel Salaries 2.13 costs Included in CLASS salary Goal 1 (includes benefits)</td>
<td>$0</td>
<td>Base</td>
<td>2000-2999: Classified Personnel Salaries 2.13 costs Included in CLASS salary Goal 1 (includes benefits)</td>
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</table>

**Action 3**

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

**OR**

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

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

<table>
<thead>
<tr>
<th>English Learners</th>
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**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

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<th>LEA-wide</th>
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**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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<th>Specific Schools: Arundel, Brittan Acres, Heather, White Oaks, Arroyo and Mariposa Specific Grade Spans: K-5</th>
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**Actions/Services**

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

<table>
<thead>
<tr>
<th>Modified Action</th>
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</table>

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

<table>
<thead>
<tr>
<th>Modified Action</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Modified Action</th>
</tr>
</thead>
</table>

**2017-18 Actions/Services**

INCREASED OR IMPROVED SERVICES FOR SUBGROUP
2.14 Create and implement new district-wide Reading/Literacy Support program to provide supplemental support to at-risk students

**2018-19 Actions/Services**

INCREASED OR IMPROVED SERVICES FOR SUBGROUP
2.14 Continue to implement updated Reading/Literacy Support program based on feedback and progress from last year's

**2019-20 Actions/Services**

INCREASED OR IMPROVED SERVICES FOR SUBGROUP
2.14 Continue to implement updated Reading/Literacy Support program based on feedback and progress from last year's
learners/English Learners in ELD academic enrichment beyond their core integrated/designated instruction to improve and make academic growth

work to provide supplemental support to English Learners in ELD academic enrichment beyond their core integrated/designated instruction to improve and make academic growth

work to provide supplemental support to English Learners in ELD academic enrichment beyond their core integrated/designated instruction to improve and make academic growth

### Budgeted Expenditures

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<th>2018-19</th>
<th>2019-20</th>
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</table>

### Action 4

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

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

| All | All | All |

OR

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

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

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

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

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

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

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

#### 2017-18 Actions/Services

**INCREASED OR IMPROVED SERVICES FOR SUBGROUP**
2.15 Provide specified training of CSEA staff as identified as need including:
- a. Maintenance & Custodians in the area of safety
- b. Technology staff in the area of Technology Scope and Sequence and targeted apps
- c. Bus drivers in the area of driving the bus and student safety
- d. Literacy Associates and Reading Teachers in the area of Lucy Calkins Reader and Writers Workshop, Leveled Literacy Intervention (LLI) and Strategies for English Learners
- e. Para-professionals in the areas of curriculum and behavior

#### 2018-19 Actions/Services

**INCREASED OR IMPROVED SERVICES FOR SUBGROUP**
2.15 Provide specified training of CSEA staff as identified as need including:
- a. Maintenance & Custodians in the area of safety
- b. Technology staff in the area of Technology Scope and Sequence and targeted apps, as well as work completion tasks such as printing or checking email.
- c. Bus drivers in the area of driving the bus and student safety
- d. Literacy Associates and Reading Teachers in the area of Lucy Calkins Reader and Writers Workshop, Leveled Literacy Intervention (LLI) and Strategies for English Learners
- e. Para-professionals in the areas of curriculum and behavior

#### 2019-20 Actions/Services

**INCREASED OR IMPROVED SERVICES FOR SUBGROUP**
2.15 Provide specified training of CSEA staff as identified as need including:
- a. Maintenance & Custodians in the area of safety
- b. Technology staff in the area of Technology Scope and Sequence and targeted apps, as well as work completion tasks such as printing or checking email.
- c. Bus drivers in the area of driving the bus and student safety
- d. Literacy Associates and Reading Teachers in the area of Lucy Calkins Reader and Writers Workshop, Leveled Literacy Intervention (LLI) and Strategies for English Learners
- e. Para-professionals in the areas of curriculum and behavior

---

### Budgeted Expenditures
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<th>Year</th>
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<th>Source</th>
<th>Budget Reference</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
<th>Amount</th>
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<td>Base</td>
<td>2000-2999: Classified Personnel Salaries 2.15b, d and e Included in Classified Personnel Salaries (includes benefits)</td>
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**Action 5**

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

**OR**

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

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

- English Learners

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

- LEA-wide

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

- All Schools

**Actions/Services**

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

- Modified Action

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

- Modified Action

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

- Modified Action
<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INCREASED OR IMPROVED SERVICES</strong>&lt;br&gt;FOR SUBGROUP&lt;br&gt;2.16 Provide Professional Learning opportunities regarding how to identify integrated ELD in the adopted ELA curriculum, how to develop Integrated ELD lessons across all content, as well as, specific, practical strategies (e.g. SDAIE practices, Thinking Maps, academic language, etc.) to support/shelter instruction across different content and progress monitor English Learners and Reclassified-English Learners:</td>
<td><strong>INCREASED OR IMPROVED SERVICES</strong>&lt;br&gt;FOR SUBGROUP&lt;br&gt;2.16 Continue to strengthen integrated ELD in the adopted ELA curriculum, developing Integrated ELD lessons across all content, as well as, specific, practical strategies to support and progress monitor English Learners and Reclassified-English Learners:</td>
<td><strong>INCREASED OR IMPROVED SERVICES</strong>&lt;br&gt;FOR SUBGROUP&lt;br&gt;2.16 Continue to strengthen integrated ELD in the adopted ELA curriculum, developing Integrated ELD lessons across all content, as well as, specific, practical strategies to support and progress monitor English Learners and Reclassified-English Learners:</td>
</tr>
<tr>
<td>a. Incorporate CCSS ELA/ELD standards and specific strategies into reading/writing curriculum (California ELD Supports in the Units of Study developed in April, 2017) and PBL units</td>
<td>a. Fully implement ELA/ELD standards and specific strategies into reading/writing curriculum (California ELD Supports in the Units of Study) and PBL units California ELD Supports in the Units of Study</td>
<td>a. Fully implement ELA/ELD standards and specific strategies into reading/writing curriculum (California ELD Supports in the Units of Study) and PBL units California ELD Supports in the Units of Study</td>
</tr>
<tr>
<td>b. Provide and distribute core and supplemental instructional materials to all teachers, including California ELD Supports in the Units of Study developed in April, 2017</td>
<td>b. Begin piloting EL curriculum in grades 4-6</td>
<td>b. Begin piloting EL curriculum in grades 4-6</td>
</tr>
<tr>
<td>c. Pilot new EL curriculum (identified by committee in April, 2016) in grades 4-6</td>
<td>c. Maintain progress monitoring of EL students' growth implementing our new monitoring mechanism for EL and R-FEP students and support instruction/intervention of these learners on a minimum of a trimester basis</td>
<td>c. Maintain progress monitoring of EL students' growth implementing our new monitoring mechanism for EL and R-FEP students and support instruction/intervention of these learners on a minimum of a trimester basis</td>
</tr>
<tr>
<td>d. Review, analyze and progress monitor EL students' growth implementing our new monitoring mechanism for EL and R-FEP students and support instruction/intervention of these learners on a minimum of a trimester basis</td>
<td>d. Refine and integrate selected online learning programs to support English Acquisition of identified successful programs</td>
<td>d. Refine and integrate selected online learning programs to support English Acquisition of identified successful programs</td>
</tr>
<tr>
<td>e. Provide trainings for parents of ELs new to our district</td>
<td>e. (Modified for 2019-20) Develop overarching tools available to EL families (such as a glossary of educational terms), and develop system for pairing EL families</td>
<td>e. (Modified for 2019-20) Develop overarching tools available to EL families (such as a glossary of educational terms), and develop system for pairing EL families</td>
</tr>
</tbody>
</table>
e. Identify and integrate online learning programs to support English Acquisition and articulate successful programs

f. Train middle school History-Social Studies staff on the new History Social Studies and Science Framework and focus on specific support for ELs in these documents.

g. Provide trainings for parents of newcomers or English Learners

with "buddy" families at the same school site that speak the same primary language

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Amount</th>
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<td>1000-1999: Certificated Personnel Salaries 2.16 (includes benefits)</td>
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<td>2019-20</td>
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</tr>
<tr>
<td></td>
<td>2017-18</td>
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<td>LCFF Supplemental and Concentration</td>
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<td>1000-1999: Certificated Personnel Salaries 2.16 (includes benefits)</td>
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<td>1000-1999: Certificated Personnel Salaries 2.16 (includes benefits)</td>
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<tr>
<td></td>
<td>2019-20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Budget Reference

1000-1999: Certificated Personnel Salaries 2.16g Included in salary of certificated management staff (includes benefits)
# Goals, Actions, & Services

**Strategic Planning Details and Accountability**

Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

<table>
<thead>
<tr>
<th>Goal 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified Goal</td>
</tr>
</tbody>
</table>

## Goal 3

Create structures to support personalized learning opportunities for students, considering developmental stages and other factors relevant to P-3, 4-5 and 6-8 grade level configurations

### State and/or Local Priorities addressed by this goal:

| State Priorities: Priority 1: Basic (Conditions of Learning)  
| Priority 2: State Standards (Conditions of Learning)  
| Priority 3: Parental Involvement (Engagement)  
| Priority 7: Course Access (Conditions of Learning)  
| Priority 8: Other Pupil Outcomes (Pupil Outcomes) |
| Local Priorities: 5Cs/Habits of Mind |

### Identified Need:

Parent and staff feedback identified a need for developing a common understanding of what "personalized learning" means, and a plan for how the district will measure our progress towards a common vision.

Parent Focus groups, staff input, and student input revealed that overall people generally feel the homework policy is in place, but there is still a need for communication, clarification and consistent implementation across schools and grade levels.

PTA and Site Councils reported that members want out of school learning to continue, with a focus on supporting study skills, meaningful connections to at-school learning, and a focus on personalizing based on student needs and interests.

DELAC feedback indicated that parents still have a desire to partner with school staff to develop personalized ELD Intervention Plans, including tools and strategies for using technology to support progress.

SEDAC feedback indicated that homework discussions are now taking place during IEP meetings as part of each child's individualized plan.
Preschool Parent Survey indicated overall positive results and a desire for even more "good news" communication.

### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCSD Strategic Plan Survey</strong></td>
<td>1) Percent of teachers that report that they integrate online learning services at least two to three times per week: 46%</td>
<td>2017-2018 Targets: Progress towards the original 2018-2019 goal of 75% (1) and 80% (2).</td>
<td>Targets (Increase by 5%)</td>
<td>Targets (Increase by 3%)</td>
</tr>
<tr>
<td></td>
<td>2) Percent of students that agree that their teacher(s) provide them with extra learning activities so they can keep learning outside of school: 63%</td>
<td>2017-2018 Actuals</td>
<td>Actual:</td>
<td>1) 67%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1) 60%</td>
<td>1) 65%</td>
<td>2) 69%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2) 64%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SMART-E Preschool Parent Survey</strong></td>
<td>Question: Staff communicates successes and/or concerns when appropriate: 58% of parents strongly agreed 38% of parents agreed</td>
<td>2017-2018 Actuals: Overall, we maintained 96% of parents reporting that they agree or strongly agree.</td>
<td>Target: Question: Staff communicates successes and/or concerns when appropriate</td>
<td>Goal: Maintain 95% or higher (agree + strongly agree)</td>
</tr>
<tr>
<td></td>
<td>In addition, a number of parents commented requesting more communication</td>
<td>Question: Staff communicates successes and/or concerns when appropriate: 55% of parents strongly agreed 41% of parents agreed</td>
<td>Goal: Maintain 95% or higher (agree + strongly agree)</td>
<td>Actual:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Actual:</td>
</tr>
</tbody>
</table>

In addition, a number of parents commented requesting more communication.
<table>
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<tr>
<th>Metrics/Indicators</th>
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<th>2018-19</th>
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</tr>
</thead>
<tbody>
<tr>
<td>SCSD Strategic Plan Survey</td>
<td>Survey Prompt: The homework my child receives is meaningful in supporting his/her learning</td>
<td>% of parents who responded favorably to the prompt (agree or strongly agree)</td>
<td>2017-2018 Actuals: This is a new measure. See baseline data for 2017-2018 in prior column.</td>
<td>Targets:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Baseline for 2017-2018</td>
<td></td>
<td>Survey Prompt: The homework my child receives is meaningful in supporting his/her learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% of ALL parents (72%)</td>
<td></td>
<td>Percentage of parents who responded favorably to the prompt (agree or strongly agree)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% of parents of SWD (76%)</td>
<td></td>
<td>Parents of ALL Students: 77%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% of parents of English Learners (88%)</td>
<td></td>
<td>Parents of English Learners: 79%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% of parents SED (80%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Note: 100 respondents)</td>
<td>In addition, a number of parents commented requesting more communication about positive news Note, we did not meet the goal of increasing the category of &quot;strongly agreed&quot; to 60%, but the results improved overall. Going forward, we will adjust the goal to include &quot;agree&quot; and &quot;strongly agree&quot;. Both responses are favorable.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Parents of English Learners: 88%</td>
<td>Parents of SED Students: 85%</td>
<td>Parents of SWD: 81%</td>
<td>Parents of SED Students: 88%</td>
<td>Parents of SWD: 81%</td>
</tr>
<tr>
<td>Parents of SED Students: 85%</td>
<td>Parents of English Learners: 76%</td>
<td>Actual: Parents of ALL Students: 73%</td>
<td>Parents of SED Students: 85%</td>
<td>Parents of SWD: 78%</td>
</tr>
<tr>
<td>Parents of SWD: 81%</td>
<td>Parents of SED Students: 88%</td>
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<td>Parents of SED Students: 88%</td>
<td>Parents of SWD: 81%</td>
</tr>
</tbody>
</table>

**Planned Actions / Services**

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

**Action 1**

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

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

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
<tr>
<td>2017-18 Actions/Services</td>
<td>2018-19 Actions/Services</td>
<td>2019-20 Actions/Services</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td><strong>3.0</strong> Educators will implement strategies for personalized learning as part of our work to transition district-wide to P-3, 4-5, 6-8 structures:</td>
<td><strong>3.0</strong> Educators will implement strategies for personalized learning as part of our work to transition district-wide to P-3, 4-5, 6-8 structures:</td>
<td><strong>3.0</strong> Educators will implement strategies for personalized learning as part of our work to transition district-wide to P-3, 4-5, 6-8 structures:</td>
</tr>
<tr>
<td>3.1 Continue to build common and deeper understanding of Personalized Learning among staff, students, and community</td>
<td>3.1 Continue to build common and deeper understanding of Personalized Learning among staff, clarifying our vision (what/why/how) for this work, celebrating examples of how this commitment shows up in our practices and in student experiences, identifying a timeline for our steps towards deeper implementation and checkpoints to measure progress along the way.</td>
<td>3.1 Continue to build common and deeper understanding of Personalized Learning among staff, clarifying our vision (what/why/how) for this work, celebrating examples of how this commitment shows up in our practices and in student experiences, identifying a timeline for our steps towards deeper implementation and checkpoints to measure progress along the way.</td>
</tr>
<tr>
<td>3.2 Implement board policy on homework as a vehicle for personalized learning</td>
<td>3.2 Implement board policy on homework as a vehicle for personalizing learning, supporting consistent implementation across grade level teams and across school sites</td>
<td>3.2 Implement board policy on homework as a vehicle for personalizing learning, supporting consistent implementation across grade level teams and across school sites</td>
</tr>
<tr>
<td>3.3 Evaluate our progress on personalizing professional learning and determine next steps in order to meet varied staff needs</td>
<td>3.3 Evaluate our progress on personalizing professional learning and determine next steps in order to meet varied staff needs (See 3.1)</td>
<td>3.3 Evaluate our progress on personalizing professional learning and determine next steps in order to meet varied staff needs (See 3.1)</td>
</tr>
<tr>
<td>3.4 Foster continued refinement of PBL units throughout the district, including a collection of exemplary PBL examples such as projects, video, resources etc. including: a. Launch the PBL repository (Pinterest) and invite teachers to search, try out and share units and resources b. Develop a process for vetting posts/units c. Develop a tool for assessing components/rigor of PBL units d. Develop a framework of exit outcomes and begin piloting components of &quot;capstone projects&quot; in grades 3, 5, and 8</td>
<td>3.4 Foster continued refinement of PBL units throughout the district, including: a. Develop a tool for assessing components/rigor of PBL units including the 5Cs and the CCSS. Support teachers</td>
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</tr>
</tbody>
</table>
3.5 Enhance personalized learning through school schedules, community partnerships and creative use of facilities

3.6 Increase frequency and efficacy of communication to partner with all stakeholders including:
   a. Homework
   b. 5Cs/Habits of Mind/PBL
   c. Develop a year-at-a glance of parent education for distribution at the beginning of the school year
   d. Improve newsletter communication, social media and website presence that is aligned and condensed (including the addition of a weekly SMART-E preschool newsletter)
   e. Progress updates on Student portfolios/progress reporting updates

3.7 Expand and align parent education through a variety of formats including PIE nights, newsletters, parent coffees, PTA events, website updates, etc. to provide understanding to all of the major initiatives including homework, math support, 5C’s and P-3, 4-5, 6-8 vision, and health/nutrition

with time to use this tool to reflect on their PBL work to date, and determine next steps.
   b. Determine a sustainable way for teachers and staff to share projects within and across SCSD schools (Google Site?Pinterest? Other?)

3.5 Continue to enhance personalized learning through school schedules, community partnerships and creative use of facilities. Begin to identify a core set of technology tools that support personalizing learning in ELA, ELD and Math in Grades K-8.

3.6 Increase frequency and efficacy of communication to partner with all stakeholders including:
   a. Homework
   b. 5Cs/Habits of Mind/PBL
   c. Develop a year-at-a glance of parent education for distribution at the beginning of the school year
   d. Improve newsletter communication, social media and website presence that is aligned and condensed
   e. Progress updates on student portfolios/progress reporting updates
   f. Preschool parents ("good news" updates on student progress)

3.7 Expand and align parent education through a variety of formats including PIE nights, newsletters, parent coffees, PTA events, website updates, etc. to provide understanding to all of the major initiatives

with time to use this tool to reflect on their PBL work to date, and determine next steps.
   b. Determine a sustainable way for teachers and staff to share projects within and across SCSD schools (Google Site?Pinterest? Other?)

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<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
<th>2017-18</th>
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<th>2019-20</th>
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<tbody>
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<td>Year</td>
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<td>2019-20</td>
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<tr>
<td>Amount</td>
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<td>Source</td>
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<td>Base</td>
<td>Base</td>
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<td>Budget Reference</td>
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<td>1000-1999: Certificated Personnel Salaries 3.1; 3.4; 3.5; 3.6; 3.7 (includes benefits)</td>
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<td>Budget Reference</td>
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<td>5000-5999: Services And Other Operating Expenditures 3.2</td>
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<td>$24,915</td>
<td>$24,134</td>
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<tr>
<td>Source</td>
<td>Sequoia Healthcare District</td>
<td>Sequoia Healthcare District</td>
<td>Sequoia Healthcare District</td>
</tr>
</tbody>
</table>

**Action 2**

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

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

- All
- [Add Students to be Served selection here]

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

- All Schools
- [Add Location(s) selection here]

**OR**

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

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

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

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

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

#### 2017-18 Actions/Services

**INCREASED OR IMPROVED SERVICES FOR SUBGROUPS:**
3.8 Expand pilot of modified conference plan to include fall goal setting, a focus on personalized learning and explore pilot of digital portfolios

#### 2018-19 Actions/Services

3.8 Expand pilot of modified conference plan to include fall goal setting, a focus on personalized learning and explore pilot of digital portfolios

#### 2019-20 Actions/Services

3.8 Expand pilot of modified conference plan to include fall goal setting, a focus on personalized learning and explore pilot of digital portfolios

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
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<th>2018-19</th>
<th>2019-20</th>
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<td>$2,000</td>
<td>$0</td>
</tr>
<tr>
<td>Source</td>
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</tr>
<tr>
<td>Budget Reference</td>
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<td></td>
</tr>
</tbody>
</table>

### Action 3

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)
- English Learners
- Low Income

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

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

### Actions/Services
Select from New, Modified, or Unchanged for 2017-18
- Unchanged Action

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

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

### 2017-18 Actions/Services
**INCREASED OR IMPROVED SERVICES FOR SUBGROUPS:**
3.9 Provide support for struggling learners during and after school leveraging our partnership with Healthy Cities.

### 2018-19 Actions/Services
**INCREASED OR IMPROVED SERVICES FOR SUBGROUPS:**
3.9 Provide support for struggling learners during and after school leveraging our partnership with Healthy Cities.

**New Actions:**
3.10 Each fall, develop a personalized ELD Intervention plan for each English Learner in order to support progress. Review plans with students and parents to enhance partnerships between home and school and support student ownership. (Build on samples already being used in our district, and include technology tools, when applicable)

### 2019-20 Actions/Services
**INCREASED OR IMPROVED SERVICES FOR SUBGROUPS:**
3.9 Provide support for struggling learners during and after school leveraging our partnership with Healthy Cities.

3.10 Each fall, develop a personalized ELD Intervention plan for each English Learner in order to support progress. Review plans with students and parents to enhance partnerships between home and school and support student ownership. (Build on samples already being used in our district, and include technology tools, when applicable)
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$44,688</td>
<td>$47,200</td>
<td>$40,000</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Supplemental and Concentration</td>
<td>LCFF Supplemental and Concentration</td>
<td>LCFF Supplemental and Concentration</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5800: Professional/Consulting Services And Operating Expenditures 3.9</td>
<td>5800: Professional/Consulting Services And Operating Expenditures 3.9</td>
<td>5800: Professional/Consulting Services And Operating Expenditures 3.9</td>
</tr>
<tr>
<td>Amount</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Supplemental and Concentration</td>
<td>LCFF Supplemental and Concentration</td>
<td>LCFF Supplemental and Concentration</td>
</tr>
</tbody>
</table>

**Action 4**

<table>
<thead>
<tr>
<th>Students with Disabilities</th>
<th>All Schools</th>
</tr>
</thead>
</table>

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

**Actions/Services**

<table>
<thead>
<tr>
<th>New Action</th>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

New Actions:

3.11 For students with IEPs, include a discussion of homework as part of our IEP process to match learning goals with opportunities for at-home practice, per individual needs. The IEP team will discuss each child’s needs.

3.12 For special education teachers and support providers who serve students with IEPs, provide structured collaboration time to support student growth.
IEPs, provide structured collaboration time each trimester for staff to analyze student progress towards goals and adjust instructional approaches based on students' personalized needs.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>LCFF Supplemental and Concentration</td>
<td>2000-2999: Classified Personnel Salaries 3.11(allocated amount in 3.9)</td>
</tr>
<tr>
<td>$0</td>
<td>LCFF Supplemental and Concentration</td>
<td>2000-2999: Classified Personnel Salaries 3.11(allocated amount in 3.9)</td>
</tr>
<tr>
<td>$0</td>
<td>LCFF Supplemental and Concentration</td>
<td>2000-2999: Classified Personnel Salaries 3.12(allocated amount in 3.9)</td>
</tr>
</tbody>
</table>
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

| Modified Goal |

Goal 4
Ensure equitable access to learning for all students and increase student engagement and sense of belonging within each school community.

State and/or Local Priorities addressed by this goal:

| State Priorities: | Priority 3: Parental Involvement (Engagement) |
| Priority 4: Pupil Achievement (Pupil Outcomes) |
| Priority 5: Pupil Engagement (Engagement) |
| Priority 6: School Climate (Engagement) |

| Local Priorities: | Strategic Plan Goals: 1, 2, 5 |

Identified Need:
Current year attendance Data reflects maintenance of 97% ADA, but there was a marked increase of 0.67% in chronic absenteeism for the 2017-18 school year. While suspension rates remain relatively low, there were still some areas of concern on the CA Dashboard, as detailed in the Greatest Needs section of this plan. Principals report a need for improved behavioral supports and systems, and leadership for equity to address gaps between "ALL" and student groups as reflected in both academic and behavioral data. Work towards a district model to support positive behavior/school climate is continuing as detailed in the Annual Update section of this goal. No students were expelled in 2017-18, and, to date, the expulsion rate remains zero for this school year. Student survey measures indicate that students' sense of belonging and engagement remains an area for growth, as measures cited in this LCAP were flat or decreasing in comparison to last school year. Looking at overall district results, only 46% (an increase of 2% compared to 2018) of students in grades 3-8 responded favorably to the following statement: "Students at my school treat each other with respect". Only 51% (a decrease of 2% compared to 2018) of students in grades 3-8 responded favorably to the following statement: "I find the things I learn in school interesting." Clearly, students are still looking for more voice and choice in what they are learning at school, despite efforts to update SEL curriculum and providing counselors at every campus.
<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Attendance Rates (ADA)</td>
<td>P2 2016-2017 ADA: 97.42%</td>
<td>Targets: 1. Maintain or exceed 97.0%</td>
<td>Targets: 1. ADA: Maintain or exceed 97.0%</td>
<td>Target: ADA: Maintain or exceed 97.0%</td>
</tr>
<tr>
<td></td>
<td>15-16: Chronic Absenteeism Rate 4.1%</td>
<td>2. 3.35% or lower</td>
<td>2. Chronic Absenteeism: 3.5% or lower</td>
<td>Chronic Absenteeism: 3.99% or lower</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. 16-17: Chronic Absenteeism Rate 3.7% (Includes CLC)</td>
<td>2. 17-18 Chronic Absenteeism Rate: 4.37%</td>
<td></td>
</tr>
<tr>
<td>2. Suspension Rate</td>
<td>15-16: Suspension Rate: 1.3%</td>
<td>Target: Maintain or decrease from 1.3%</td>
<td>Target: Decrease from 1.6%</td>
<td>Target: 1.2% or Lower</td>
</tr>
<tr>
<td></td>
<td>16-17 Final data is pending as of the writing of this document</td>
<td>Actual 2016-2017 Suspension Rate: 1.6% (Includes CLC)</td>
<td>Actual 2017-18: Suspension Rate: 1.2%</td>
<td></td>
</tr>
<tr>
<td>3. Expulsion Rate</td>
<td>15-16: Expulsion Rate: 0%</td>
<td>Target: Reduce to 0%</td>
<td>Target: Maintain 0%</td>
<td>Target: Maintain 0%</td>
</tr>
<tr>
<td></td>
<td>16-17 Final data is pending as of the writing of this document</td>
<td>Actual 2016-2017: Expulsion Rate: 0.03% (Includes CLC)</td>
<td>Actual 2017-18: Expulsion Rate: 0%</td>
<td></td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
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<tr>
<td>4. Strategic Plan/Climate Surveys</td>
<td></td>
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</tr>
<tr>
<td>Student Survey Questions:</td>
<td>2016 Survey:</td>
<td>Targets:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) Percent of students that agree or strongly agree</td>
<td>Percent of students that agree or strongly</td>
<td>1) 81%</td>
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<tr>
<td>that actively participate in their classes:</td>
<td>agree that they actively participate in their</td>
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<td></td>
<td>classes: 81%</td>
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<td>agree that they feel like they belong at their</td>
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<td>school: 79%</td>
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<td>2018 Survey:</td>
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<td>2018 Survey: Percent of students that agree</td>
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<td>or strongly agree that they actively</td>
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<td>participate in their classes: 81%</td>
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<td>school: 80%</td>
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<td>Targets: 85% or higher</td>
<td>Actual: 2019 Survey: Percent of students</td>
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<td>that agree or strongly agree that they</td>
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<td>actively participate in their classes: 81%</td>
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<td>agree that they feel like they belong at</td>
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<td>their school: 80%</td>
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<td>2019 Survey:</td>
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<td>Percent of students that agree or strongly</td>
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<td>agree that they actively participate in their</td>
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<td>classes: 84%</td>
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<td>Percent of students that agree or strongly</td>
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<tr>
<td>5. Middle School Drop Out Rate</td>
<td>15-16: 0%</td>
<td>Actual 2016-2017</td>
<td>Target:</td>
<td>Target:</td>
</tr>
<tr>
<td></td>
<td>16-17: Final data is pending as of the writing</td>
<td></td>
<td>Maintain 0%</td>
<td>Maintain 0%</td>
</tr>
<tr>
<td></td>
<td>of this document; however, we anticipate it</td>
<td></td>
<td>Actual 2017-18: 0%</td>
<td>Actual 2017-18: 0%</td>
</tr>
<tr>
<td></td>
<td>will remain at 0%</td>
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</tr>
<tr>
<td></td>
<td>Caring Adult Module: Arundel: 45%</td>
<td></td>
<td>CHKS Data:</td>
<td>CHKS Data:</td>
</tr>
<tr>
<td></td>
<td>Brittan Acres: 51%</td>
<td></td>
<td>Goal: Reach or maintain 85% or higher</td>
<td>Goal: Reach or maintain 85% or higher</td>
</tr>
<tr>
<td></td>
<td>CMS - 5th: 65%</td>
<td></td>
<td>(high + moderate responses) in</td>
<td>(high + moderate responses) in</td>
</tr>
<tr>
<td></td>
<td>CMS - 7th: 56%</td>
<td></td>
<td>Caring Adult and High Expectations modules</td>
<td>Caring Adult and High Expectations modules</td>
</tr>
<tr>
<td></td>
<td>Heather: 61%</td>
<td></td>
<td>at</td>
<td>at</td>
</tr>
<tr>
<td></td>
<td>White Oaks: 79%</td>
<td></td>
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<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
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<tr>
<td>---------------------------</td>
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<td>---------</td>
</tr>
<tr>
<td>High Expectations Module:</td>
<td>Arundel: 48%</td>
<td>CMS - 7th: 95%</td>
<td>CMS - 7th: 95%</td>
<td>CMS - 7th: 95%</td>
</tr>
<tr>
<td>Brittan Acres: 65%</td>
<td>CMS - 5th: 64%</td>
<td>TL (MP@TL) - 5th: 99%</td>
<td>TL - 7th: 95%</td>
<td>TL - 7th: 95%</td>
</tr>
<tr>
<td>CMS - 7th: 67%</td>
<td>Heather: 68%</td>
<td>Meaningful Participation Module:</td>
<td>Arroyo - 5th: 95%</td>
<td>Goall: Reach or maintain 70% or higher (high + moderate responses) in Meaningful Participation module at all schools and all grades</td>
</tr>
<tr>
<td>White Oaks: 75%</td>
<td>Meaningsul Participation Module:</td>
<td>Arroyo - 5th: 95%</td>
<td>CMS - 7th: 95%</td>
<td>Actual:</td>
</tr>
<tr>
<td></td>
<td>Arundel: 12%</td>
<td>CMS - 7th: 60%</td>
<td>TL (MP@TL) - 5th: 88%</td>
<td>There is no data available for the CHKS for the 2018-19 school year. District Leadership decided to focus students on the completion of the Strategic Plan survey rather than CHKS. The District will give CHKS again to all fifth and seventh grade students for the 2019-20 school year.</td>
</tr>
<tr>
<td></td>
<td>Brittan Acres: 13%</td>
<td>TL - 7th: 67%</td>
<td>CMS - 7th: 60%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CMS - 5th: 28%</td>
<td>CMS - 7th: 60%</td>
<td>TL - 7th: 67%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CMS - 7th: 22%</td>
<td>CMS - 7th: 60%</td>
<td>TL - 7th: 67%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Heather: 20%</td>
<td>CMS - 7th: 60%</td>
<td>TL - 7th: 67%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>White Oaks: 20%</td>
<td>CMS - 7th: 60%</td>
<td>TL - 7th: 67%</td>
<td></td>
</tr>
</tbody>
</table>

Please note: Only 5th and 7th graders were given the CHKS survey this school year. As a result, no updates for 4th graders are available (former results at Arundel, Brittan Acres, Heather and White Oaks). 5th graders now attend at Arroyo, and MP@TL because we are in the process of reconfiguring all schools to Grades P-3, 4-5 and 6-8. Please also note that we are reporting both "High" and "Moderate" responses together.

Targets for 2017-2018:
<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caring Adult Module: Arroyo - 5th: 65% CMS - 7th: 56% TL (MP@TL) - No target was set TL - No target was set</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High Expectations Module: Arroyo - 64% CMS - 7th: 95% TL (MP@TL) - 5th: No target was set TL - 7th: No target was set</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meaningful Participation Module: Arroyo - 5th: 28 CMS - 7th: 22% TL (MP@TL) - 5th: No target was set TL - 7th: No target was set</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Note: These are targets for "High" responses)

**Planned Actions / Services**

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

**Action 1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
<table>
<thead>
<tr>
<th><strong>Students to be Served:</strong></th>
<th><strong>Location(s):</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

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

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

## Actions/Services

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Action</td>
<td>New Action</td>
<td>New Action</td>
</tr>
<tr>
<td>Modified Action</td>
<td>Modified Action</td>
<td>Modified Action</td>
</tr>
</tbody>
</table>

### 2017-18 Actions/Services

<table>
<thead>
<tr>
<th>4.0 Educators will implement strategies to increase access, engagement and sense of belonging:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Develop a community understanding (especially new families) of the 5C’s, and identify tools that deepen critical thinking TK-8 within PBL and across content areas</td>
</tr>
<tr>
<td>4.2 Fully vet and begin implementation of school-wide behavior system to support student safety and well being connected to the Second Step Curriculum and behavioral support by Behavior Specialist</td>
</tr>
<tr>
<td>4.3 Increase opportunities to strengthen and build creativity skills during the school year</td>
</tr>
</tbody>
</table>

### 2018-19 Actions/Services

<table>
<thead>
<tr>
<th>4.0 Educators will implement strategies to increase access, engagement and sense of belonging:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2 Implement school-wide behavior system (PBIS) in grades TK-8 and Restorative Practices in grades 4-8 to support student safety. Increase noon supervision staffing at middle schools and train all K-8 noon supervisors in school-wide behavior system to support safety and positive engagement during lunch and recess</td>
</tr>
<tr>
<td>4.3 Delete for 2018-2019</td>
</tr>
</tbody>
</table>

### 2019-20 Actions/Services

<table>
<thead>
<tr>
<th>4.0 Educators will implement strategies to increase access, engagement and sense of belonging:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2 (Updated for 2019-20) Implement school-wide behavior system (PBIS) in grades TK-8 and Restorative Practices in grades 4-8 to support student safety. Increase noon supervision staffing at middle schools and train all K-8 noon supervisors in school-wide behavior system to support safety and positive engagement during lunch and recess. A classified Behavior Support Technician position will be added for the 2019-20 school year to support students with behavioral needs. This position will work</td>
</tr>
</tbody>
</table>

Page 188 of 231
day (e.g. lunchtime activities, art programs, recess activities, etc.)

4.4 Offer before and after school academic support through site resources and enrichment classes/opportunities for all students (including low-income)

4.5 Expand social-emotional learning support/mental health and/or counseling support through counselors and intern/trainee personnel (including low-income students)

4.6 Increase attendance and decrease in chronic absenteeism rates

4.7 Increase frequency and efficacy of communication in reaching all stakeholders including coordinating key messaging through a variety of communication systems (newsletters, social media, etc.) district-wide and at sites

4.8. Expand parent education through a variety of formats including PIE nights, newsletters, parent coffees, PTA events, website updates, etc. in the following areas: social-emotional/mental health, wellness, electives, and enrichment.

4.4 Expand before and after school academic support through site resources and enrichment classes/opportunities for all students (including low-income)

4.5 Continue to provide social-emotional learning support/mental health and/or counseling support through counselors and intern/trainee personnel (including for low-income students).

4.6 Increase attendance and decrease in chronic absenteeism rates

4.7 Continue to increase frequency and efficacy of communication in reaching all stakeholders including coordinating key messaging through a variety of communication systems (newsletters, social media, etc.) district-wide and at sites

4.8. Maintain parent education through successful formats including PIE nights, newsletters, parent coffees, PTA events, website updates, etc. in the areas as identified by parents, including partnering with parents as we implement PBIS.

See below and following actions for 4.9 - 4.12. Action numbers were maintained from the prior LCAP for accounting purposes.

New Actions:
4.13 Pilot and select new SEL curriculum in Grades 6-8, with guidance from

under the supervision of the District Behavior Intervention Specialist.

4.4 Expand before and after school academic support through site resources and enrichment classes/opportunities for all students (including low-income)

4.5 Continue to provide social-emotional learning support/mental health and/or counseling support through counselors and intern/trainee personnel (including for low-income students).

4.6 Increase attendance and decrease in chronic absenteeism rates

4.7 Continue to increase frequency and efficacy of communication in reaching all stakeholders including coordinating key messaging through a variety of communication systems (newsletters, social media, etc.) district-wide and at sites

4.8. Maintain parent education through successful formats including PIE nights, newsletters, parent coffees, PTA events, website updates, etc. in the areas as identified by parents, including partnering with parents as we implement PBIS.

See below and following actions for 4.9 - 4.12. Action numbers were maintained from the prior LCAP for accounting purposes.
<table>
<thead>
<tr>
<th>4.13</th>
<th>Pilot and select new SEL curriculum in Grades 6-8, with guidance from Wellness Coordinator and Middle School Counselors</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.14</td>
<td>Expand social-emotional learning support in TK and preschool. Train TK and preschool teachers and implement new SEL curriculum (possibly &quot;Learning Stories&quot;)</td>
</tr>
<tr>
<td>4.15</td>
<td>Update Digital Citizenship curriculum in Grades 3-8 (align to Health Content Standards and SEL)</td>
</tr>
<tr>
<td>4.16</td>
<td>Explore best practices for providing authentic feedback to students and parents in support of increased student ownership and academic progress in Grades 4-8, starting with August PD for Grades 6-8.</td>
</tr>
<tr>
<td>4.17</td>
<td>Train principals in leading for equity, and using strategies to apply an equity lens to conversations with our full school community.</td>
</tr>
</tbody>
</table>

Please note: Actions 4.1 and 4.3 were eliminated for 2018-19 and are no longer included as actions.

New Action for 2019-20:
4.18: Identify Digital Tools that Deepen Critical Thinking and Content Knowledge.
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
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<tr>
<td>2017-18</td>
<td>$16,366</td>
<td>LCFF Supplemental and Concentration</td>
<td>5800: Professional/Consulting Services And Operating Expenditures 4.1</td>
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<td>5800: Professional/Consulting Services And Operating Expenditures 4.1</td>
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<td>2018-19</td>
<td>$16,366</td>
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<td>5800: Professional/Consulting Services And Operating Expenditures 4.13</td>
</tr>
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<td>Amount</td>
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<td>LCFF Supplemental and Concentration</td>
<td>2000-2999: Classified Personnel Salaries 4.7 (includes benefits)</td>
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<td>LCFF Supplemental and Concentration</td>
<td>2000-2999: Classified Personnel Salaries 4.7 (includes benefits)</td>
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<td>Budget Reference</td>
<td>Reference</td>
<td>Source</td>
<td>Budget Reference</td>
<td>Reference</td>
</tr>
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<tr>
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<td>Base</td>
<td>1000-1999: Certificated Personnel Salaries</td>
<td>4.3 included in salary</td>
</tr>
<tr>
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<td>Base</td>
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<td>Base</td>
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<tr>
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<td>4.5 (1 FTE Counselor, Includes Benefits)</td>
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</table>

**Action 2**

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

Low Income

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

LEA-wide

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

All Schools
Select from New, Modified, or Unchanged for 2017-18
Modified Action
Unchanged Action

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

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

<table>
<thead>
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<th>2019-20 Actions/Services</th>
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<tbody>
<tr>
<td>4.9 Educators will increase access to technology during out of school hours</td>
<td>4.9 Educators will continue to increase access to technology during out of school hours</td>
<td>4.9 Educators will continue to increase access to technology during out of school hours</td>
</tr>
<tr>
<td>(internet access, device check out system Kajeet) for identified students in need</td>
<td>(internet access, device check out system Kajeet) for identified students in need</td>
<td>(internet access, device check out system Kajeet) for identified students in need</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<td>$5,000</td>
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<tr>
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<td>5000-5999: Services And Other Operating Expenditures 4.9</td>
<td>5000-5999: Services And Other Operating Expenditures 4.9</td>
</tr>
</tbody>
</table>

**Action 3**

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

**OR**

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

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

Foster Youth

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

LEA-wide

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

All Schools
### Actions/Services

<table>
<thead>
<tr>
<th>Year</th>
<th>Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>INCREASED OR IMPROVED SERVICES FOR SUBGROUP</td>
</tr>
<tr>
<td></td>
<td>4.10 Foster Youth (FY) students will be identified with the help of the Foster Youth Services at the San Mateo County Office of Education (SMCOE).</td>
</tr>
<tr>
<td></td>
<td>4.11 The District's FY liaison will continue to be trained on FY culture and special needs through SMCOE offerings. The FY liaison will establish a personal connection with the FY students/families and provide necessary introductions to their school, the district and community as well as follow-up to ensure solid sense of engagement and sense of belonging with a minimum of two touchpoints per year with each student/family</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>INCREASED OR IMPROVED SERVICES FOR SUBGROUP</td>
</tr>
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</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Actions/Services</th>
</tr>
</thead>
<tbody>
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<td>INCREASED OR IMPROVED SERVICES FOR SUBGROUP</td>
</tr>
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<td></td>
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</tr>
</tbody>
</table>

### Budgeted Expenditures
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>$2,060</td>
<td>LCFF Supplemental and Concentration</td>
<td>2000-2999: Classified Personnel Salaries</td>
<td>4.10; 4.11 (includes benefits)</td>
</tr>
<tr>
<td>2018-19</td>
<td>$2,312</td>
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<td>2019-20</td>
<td>$2,000</td>
<td>LCFF Supplemental and Concentration</td>
<td>1000-1999: Certificated Personnel Salaries</td>
<td>4.10; 4.11 (includes benefits)</td>
</tr>
</tbody>
</table>

**Action 4**

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

**OR**

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

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

English Learners

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

LEA-wide

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

All Schools

**Actions/Services**

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

Modified Action

2017-18 Actions/Services

INCREASED OR IMPROVED SERVICES FOR SUBGROUP

4.12 Increase and improve communications (including translation and simplified language of written communiques, provide more resources for

2018-19 Actions/Services

INCREASED OR IMPROVED SERVICES FOR SUBGROUP

4.12 Increase and improve communications (including translation and simplified language of written communiques, provide more resources for

2019-20 Actions/Services

INCREASED OR IMPROVED SERVICES FOR SUBGROUP

4.12 (Modified for 2019-20) Increase and improve communications (including translation and simplified language of written communiques, provide more
parents to access to support their students, as well as, offer a Parent Information & Engagement (PIE) event for "English Learners: New Parent Orientation" at the beginning of the school year to support parental understanding of our district and how "school" functions here in SCSD.

parents to access to support their students, as well as, offer a Parent Information & Engagement (PIE) event for "English Learners: New Parent Orientation" at the beginning of the school year to support parental understanding of our district and how "school" functions here in SCSD.

resources for parents to access to support their students. Action 2.16e lists additional supports requested by DELAC to support this action.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>$2,150</td>
<td>$2,000</td>
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<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Supplemental and Concentration</td>
<td>LCFF Supplemental and Concentration</td>
<td>LCFF Supplemental and Concentration</td>
</tr>
</tbody>
</table>
Demonstration of Increased or Improved Services for Unduplicated Pupils

**LCAP Year: 2019-20**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$593,785</td>
<td>2.37%</td>
</tr>
</tbody>
</table>

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

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

SCSD engaged in a comprehensive LCAP review process with stakeholders at each site and at the district level, as outlined previously in this document. In addition, data analysis was completed of ongoing measures and new data points to identify key areas of needs, with a focus on targeting the highest needs students. As noted in this plan previously, although the English Learner, Socioeconomically Disadvantaged, and Students with Disabilities subgroups have made progress, a substantial gap in academic achievement remains evident as compared to all other students in the District. Therefore, SCSD's LCFF supplemental funds are focused directly on supporting these subgroups.

SCSD has referenced the State ELA-ELD Frameworks, the Common Core State Standards (CCSS) for ELA and Math, the Next Generation Science Standards (NGSS) and the California Health Standards in actions and services that focus on the "whole child," addressing academic, physical and social-emotional wellness.

Despite the dependent charter status of many schools in the District, LCFF supplemental funds are allocated district-wide. This approach allows support of all schools in an equitable manner based on site and student need, while leveraging district-wide programs. The rationale for these allocations is based upon actions/services that were deemed most pivotal in making a difference for student growth due to improved services. While programs may impact a broader set of students, funds are principally directed towards students with the highest needs (unduplicated pupils).

**Equitable Access to Reading and Literacy Support = $227,000 (Goal 2)**
• Students below benchmark levels in reading will have access to the Reading and Literacy Support Program to ensure that they are supported equitably across sites with research-based practices and regular progress monitoring. Reading teachers and Literacy Staff will be allocated to each site to support students struggling with reading (as well as academic language and writing). This approach supports English Learners (ELs) beyond the integrated English language support provided by the general education elementary teacher. These supplemental funds and the Low Performing Student Block Grant will allow the program to extend into grades 4 and 5 for the 2019-20 school year, bridging the gap in RTI between 3rd grade and middle school.

Professional Development (including support for EL students) = $115,000 (Goal 2)

• Targeted professional learning for our teachers will support our EL students, Students with Disabilities, and Socioeconomically Disadvantaged Students. Using data to assess and monitor student progress as well as personalize learning will be central themes of our professional development work in 2019-20. District staff, coaches and school principals will support teachers in collaborating to apply personalized instructional methods in reading, writing, and math. Middle school teachers will continue their training in approaches for providing authentic feedback to students and using restorative practices in order to increase academic engagement and improve student learning.

Increase Communication and Parent Education With all Stakeholder Groups = $30,000 (Goal 2)

• These dollars will allow SCSD to increase the frequency and efficacy of communication and expand parent education through a variety of formats including Parent Information and Engagement (PIE) nights, district-wide and school newsletters, parent coffees, PTA events, website updates, etc., to reach all stakeholders.

Healthy Cities Tutoring (district contribution) to support struggling learners = $40,000 (Goal 3)

• The Healthy Cities Tutoring Program provides one-on-one support from community volunteers during the school day and after school for struggling learners at all school sites. The goal of the Healthy Cities Program is to increase the academic success of elementary and middle school students and/or provide social-emotional/self-esteem support for at-risk students. Tutors work with students weekly, developing bonds with students that often last several years. This program provides tutoring for the highest needs students including socioeconomically disadvantage students and homeless. As part the District's commitment to a multi tiered set of interventions, all schools refer students to Healthy Cities.

Behavioral and Social Emotional Supports = $180,000 (Goal 4)

• These dollars will allow the district to expand behavioral supports to support system wide practices as well as mental health supports for students' social-emotional well being. The addition of a classified Behavior Support Technician will allow the district to offer services to the highest need and most vulnerable students, many of whom are in crisis. These funds will also support the district's ability to maintain counseling support at each elementary school, by funding the salary of one full-time
counselor. Having staff with specific expertise to support the varied needs of SCSD students is a critical part of the multi-tiered system of support for the behavioral and academic needs of students from TK through 8th Grade. In addition, SCSD will focus on implementing a consistent and coherent positive behavioral support program and updated SEL curriculum district-wide at all sites.

Digital Tools that Deepen Critical Thinking and Content Knowledge = $16,368 (Goal 4)

- Online platforms to support student learning of reading, writing, language and learning skills (such as Rosetta Stone, Lexia, Reflex Math, etc.) will help students to develop reading skills, comprehension and, in turn, better understanding of content areas. This program will be improved by identifying a core set of platforms that match each grade span and support core learning in ELA, ELD and Math. This will support students while also enhancing partnerships with parents so that they are better informed regarding how to guide students' at-home learning time for the maximum benefit.

Attendance Support for Students = $1,000 (Goal 4)

- The Director of Student Services will work with site administration and secretarial staff to monitor attendance on a monthly basis in order to heighten awareness of students at risk for chronic absenteeism. Data will be shared with site administration and supports will be provided to support students so that they can attend school. In addition, an attendance campaign will be conducted beginning in August with periodic reminders/articles throughout the year. Improvement will be accomplished in 2019-20 by scheduling regular updates and strategy sharing sessions at leadership meetings as part of the commitment to MTSS and each child's progress.

Communication Support = $1,000 (Goal 4)

- This is specifically targeted at reaching the parents of our EL students whose primary language for communication is not English. Because Spanish is the second largest home language in SCSD (aside from English), focusing on increasing communications in Spanish will help reach this specific population. In some cases, these families are also socioeconomically disadvantaged and/or EL students. In addition, we intend to expand our communications at all levels as this was identified as a need across many topics.

Technology support for students = $2,500 (Goal 4)

- This action allows SCSD to provide critical equitable access to technology devices for low-income and homeless students so that they can fully access their academics both at school and at home after hours. These dollars support these students by providing them with a device and/or access to reliable and consistent internet services through the use of "Kajeet." Several students were able to access these services successfully this school year, therefore, this action will continue for 2019-2020 school year.
Foster Youth-Homeless support = $2,000 (Goal 4)

- The district's Foster Youth-Homeless Liaison will focus on this special population by working to support the enrollment process for these special youth. Resources will be shared with these families to help them access available community programs. Supporting these students and their families will help support their regular attendance to school so that they have equitable access to learning. Further, the Foster Youth-Homeless Liaison will enhance personal connections with these students and families by reaching out at least bi-annually to support them with understanding SCSD and full integration into the schools and programming. We will improve our services in 2019-20 by partnering with school counselors and other support staff to share community program resources and enhance our set of tools for families across the district.

Translation and Parent Education = $2,000 (Goal 4)

- This action will facilitate translation for written communications and in person meetings for families whose primary language is other than English.

Overall Total:

$616,868

LCAP Year: 2018-19

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
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<tr>
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<td>2.57%</td>
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Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).
As outlined in the Stakeholder Engagement section of this document, our district engaged in a comprehensive process at each site and also at the district level. In addition, we completed data analysis of ongoing measures and new data points to identify key areas of needs, with a focus on targeting students’ needs in our subgroups. As noted, although our subgroups have made progress, there remains a substantial gap in academic achievement throughout the grades of our unduplicated students (specifically low socio-economic students and our English Learners as well as our special education students) as compared to all other students in the District. As such, our supplemental and concentration funds are keenly focused on these subgroups.

Our District has referenced the State ELA-ELD Frameworks, the Common Core State Standards (CCSS) for ELA and Math and Next Generation Science Standards (NGSS) and the California Health Standards in our actions and services as we focus on the "whole child" addressing academic, physical and social-emotional wellness.

Funds are allocated district-wide because this approach allows us to support all of our schools in an equitable manner based on site and student needs, yet leveraging district-wide programs. The rationale for these allocations is based upon actions/services that were deemed most pivotal in making a difference for student growth due to improved services. While programs may impact a broader set of students, funds are principally directed towards our unduplicated pupils.

Accessible Academic Support for At Risk Students = $345,623 (Goal 2)

- We will continue to improve our district Reading and Literacy Program to ensure that at-risk readers are supported equitably across sites with research-based practices and progress monitoring. Reading teachers and Literacy Staff will be allocated to each site to support students struggling with reading (as well as academic language and writing). This supports English Learners (EL) beyond their integrated English language support provided by the general education elementary teacher. It will also support RTI support classes at the middle school level as part of our commitment to improving Tier 2 interventions at the middle school. We will improve in 2-18-2019 by adding data tracking tools to our Illuminate data system in order to better monitor student progress over time.

Support for "At Risk" students = $182,993 (Goal 2)

- This money will be allocated to individual sites to meet identified needs of "at risk" students identified at each site. Allocations are done based on number of "unduplicated students" at each site and principals set site goals to improve student achievement as outlined in the LCAP. Plans for how these funds will be used by each site are approved by School Site Councils and all expenditures are approved by the district office in order to ensure that funds are being applied to serve unduplicated pupils as outlined in the LCAP.

Professional Development (including support for EL students) =$72,342 (Goal 3)
• Targeted professional learning for our teachers will support our EL students, Students with Disabilities, and Socioeconomically Disadvantaged Students. Using data to assess and monitor student progress as well as personalize learning will be central themes of our professional development work in 2018-2019. Coaches and school principals will support teachers in collaborating to apply personalized instructional methods in reading, writing, and math. In addition, key strategies for supporting unduplicated pupils' sense of belonging will be targeted through training in Positive Behavior Intervention and Supports (PBIS) and Restorative Practices. Classified staff also will be part of this work, including our bus drivers on positive behavioral supports (which will support students who ride the bus as part of the Tinsley Program), Literacy Associates, as well as other staff serving these students during school. In addition, middle school teachers will be trained in approaches for providing authentic feedback to students in order to increase academic engagement and improve student learning. In addition, principals will be trained in Leading for Equity.

Sharing of Student Progress including Goal Setting and focus on Personalized Learning = $2,000 (Goal 3)

• Expanded pilots of varying conference plans, goal setting approaches and digital portfolio platform are needed to better assess students through a holistic view of learning. We desire to offer a variety of perspectives to view student performance – projects, narratives, portfolios, and learning goals – so that assessments and reporting to parents are truly authentic to each student. We will improve in 2018-2019 by expanding the work that was successful this school year, sharing reflections from teachers currently engaged in the work, and inviting other volunteers to join the pilot. In addition, we commit to developing a personalized ELD Intervention plan for each English Learner in 2018-2019.

Healthy Cities Tutoring (district contribution) to support struggling learners = $44,688 (Goal 3)

• The Healthy Cities Tutoring Program provides one-on-one support from community volunteers during the school day but also provides after school support for struggling learners at some school sites. The goal of the Healthy Cities Program is not only to increase the academic success of elementary and middle school students but also it provides social-emotional/self-esteem boost for students as tutors work with students weekly developing a bond with their students. This provides tutoring for target students including low socio-economic students and homeless. As part of our commitment to a tiered set of interventions, all schools refer students to Healthy Cities. We will improve in 2018-2019 by engaging principals and school staffs in a conversation about how this support fits into our tiered approach to academic interventions as we develop our MTSS model.

Develop a Community Understanding of 5C’s, PBL and Tools that deepen critical thinking and Content knowledge = $16,366 (Goal 4)

• Online platforms to support student learning of reading, writing, language and learning skills (such as Lexia, etc.) will help students to develop reading skills, comprehension and, in turn, better understanding of content areas. This year, we will improve our program by identifying a core set of programs that match each grade level and support core learning in ELA, ELD and Math. This will support students and also enhance our partnership with parents so that they know how to guide students' at-home learning time for the maximum benefit. This request came from our DELAC parents.
Behavioral Supports = $2,050 (Goal 4)

- Expanded behavioral supports to support system wide practices as well as mental health supports for students' social-emotional well being through preventative curriculum as well as to meet target students mental health needs through intervention programs and in rare circumstances supporting students in crisis. The needs of our students can vary greatly and having staff with expertise to support our students is critical (some of which are our most vulnerable students such as our low socio-economic, foster youth and homeless). Further, it is important that we build a culture where all students feel like they are accepted and belong and this begins in our youngest grades (TK) and is relevant for students through graduation from 8th grade. This is only achievable through a comprehensive and cohesive approach that supports students throughout their entire academic career in the district and programming that is articulated between the grades, and across the schools with multiple tiers of support. Further, it was identified that our discipline practices and behavioral interventions are variable across sites. As such, we will be working to implement consistent positive behavioral intervention system district-wide that supports students in the classrooms. We made progress in this area and need to continue our work. In 2018-2019, we will add new SEL curriculum to preschool and TK. In addition, we will align behavior rubrics across sites in order to more fully develop our tiered approach to interventions and supports.

Attendance Support for Students = $2,085 (Goal 4)

- Secretaries, Assistant Superintendent and Director of Special Education will be monitoring attendance on a monthly basis to keep tight awareness of students at risk for chronic absenteeism. Data will be shared with site administration and supports will be provided to support students in being at school. Further, an attendance campaign will be done beginning in August with periodic reminders/articles throughout the year. We will improve in 2018-2019 by scheduling regular updates and strategy sharing sessions at our principals' meetings as part of our commitment to MTSS and each child's progress.

Communication Support = $1,030 (Goal 4)

- This is specifically targeted at reaching the parents of our EL students whose primary language for communication is not English. Because Spanish is our largest language (aside from English), focusing on increasing our communications in Spanish will help us to reach this specific population. In some cases, these families are also students with low socio-economic situations. In addition, we intend to expand our communications at all levels as this was identified as a need across many topics. In 2018-2019, we will increase our communication with families of ELs regarding the new ELPAC exam, providing resources and information in a variety of home languages.

Technology support for students = $5,000 (Goal 4)

- Having a specific action of providing equitable access to technology devices so that our low-income and homeless students can fully access their academics both at school and in the home (after school hours) is critical. We also identified the need to not just provide devices but some of these students/families need assistance with accessing reliable and consistent internet
services. We will use "Kajeet" to provide these devices and services to qualified families. This goal will continue into 2018-2019 and we will improve communication at school sites regarding the availability of these resources.

Foster Youth-Homeless support = $2,105 (Goal 4)

- Our Foster Youth-Homeless Liaison will focus on this special population working to support enrollment process for these special youth. Also, we will work to share resources with them to help families access available community programs. Supporting these students and their families will help them to be in school more often and better able to access their learning. Further, she will enhance personal connections with these students and families by reaching out at least bi-annually to support them with understanding our district and full integration into the schools and programming. We will improve our services in 2018-2019 by partnering with school counselors to share community program resources and enhance our set of tools for families across the district.

Translation and Parent Education = $2,150 (Goal 4)

- Based on parent feedback from our SCSD Strategic Plan Survey, we will focus our parent education events on topics designed to enhance parent partnerships in support of student engagement and learning. We will improve by addressing topics highly requested by parents, including Mathematics (including a parent education night provided by the coach who is training our teachers in implementing Math in Focus), Writing, and SEL/Behavior Intervention and Supports. In addition, we plan to continue to offer a training in the new ELPAC exam to our parents of English Learners. We will improve our approach by sending personal invitations to parents of English Learners via email in order to boost attendance at this ELPAC training (instead of advertising in school newsletters).

Overall Total: $678,432
Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

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

As outlined in the Stakeholder Engagement section of this document, our district engaged in a comprehensive process at each site and then at the district level. In addition, we completed data analysis of ongoing measures and new data points to identify key areas of needs and target especially for our subgroups. As noted, although our subgroups have made progress, there remains a substantial gap in academic achievement throughout the grades of our unduplicated students (specifically low socio-economic students and our English Learners as well as our special education students) as compared to all other students in the District. As such, our supplemental and concentration funds are keenly focused on these subgroups.

Our District has referenced the State ELA-ELD Frameworks, the Common Core State Standards (CCSS) for ELA and Math and Next Generation Science Standards (NGSS) and the California Health Standards in our actions and services as we focus on the "whole child" addressing academic, physical and social-emotional wellness.

Funds are allocated district-wide because it allows us to support all of our schools in an equitable manner based on site and student needs yet leveraging district-wide programs. The rationale for these allocations is based upon actions/services that were deemed most pivotal in making a difference for student growth.

Accessible Academic Support for At Risk Students = $326,541 (Goal 2)

- A revamp of our Reading and Literacy Program will be completed and Reading teachers and Literacy Staff will be allocated to sites at each site support students struggling with reading (as well as academic language and writing). This supports English Learners (EL) beyond their integrated English language support provided by the general education elementary teacher. It will also support new RTI support classes at the middle school level.

Support for "At Risk" students = $154,895 (Goal 2)

- This money will be allocated to individual sites to meet identified needs of "at risk" students identified at each site. Allocations are done based on number of "unduplicated students" at each site.

Professional Development (including support for EL students) = $71,273 (Goal 3)
• Targeted professional learning for our teachers will support our EL students. This will be a central theme across all professional learning district-wide including specific means to embed in our new Lucy Calkins Readers Workshop curriculum and Writers Workshop trainings. This includes integration of the California ELD Supports in the Units of Study developed in April 2017 by a state collaborative (of which three of our staff participated in). One of these staff members will support integration district-wide. In addition, key strategies for supporting EL students in PBL will be targeted. Further, training for Reading and Literacy Teachers will include EL strategies too. In addition, our newly adopted K-5 "Math in Focus" curriculum will require extensive PD. This curriculum was selected in part due to its clear differentiated curriculum for various subgroups (including EL), approach to teaching math, the reteach aspect, the home-school communication and digital components. This will allow us to better support our subgroups with differentiated core math curriculum. Further, not only will EL students benefit but also low-income students benefit from the professional development work with our certificated teachers as well as our classified staff including our bus drivers on positive behavioral supports (which will support students who ride the bus as part of the Tinsley Program), Literacy Associates as well as other staff serving these students during school.

Sharing of Student Progress including Goal Setting and focus on Personalized Learning = $2,000 (Goal 3)

• Expanded pilots of varying conference plans, goal setting approaches and digital portfolio platform are needed to better assess students through a holistic view of learning. We desire to offer a variety of perspectives to view student performance – projects, narratives, portfolios, and learning goals – so that assessments and reporting to parents are truly authentic to each student.

Healthy Cities Tutoring (district contribution) to support struggling learners = $44,688 (Goal 3)

• The Healthy Cities Tutoring Program provides one-on-one support from community volunteers during the school day but also provides after school support for struggling learners at some school sites. The goal of the Healthy Cities Program is not only to increase the academic success of elementary and middle school students but also it provides social-emotional/self-esteem boost for students as tutors work with students weekly developing a bond with their students. This provides tutoring for target students including low socio-economic students and homeless.

Develop a Community Understanding of 5C's, PBL and Tools that deepen critical thinking and content knowledge = $16,366 (Goal 4)

• Online platforms to support student learning of reading, writing, language and learning skills (such as Lexia, etc. ) will help students to develop reading skills, comprehension and, in turn, better understanding of content areas.

Behavioral Supports = $2,015 (Goal 4)

• Expanded behavioral supports to support system wide practices as well as mental health supports for students' social-emotional well being through preventative curriculum as well as to meet target students mental health needs through intervention programs and in rare circumstances supporting students in crisis. The needs of our students can vary greatly and
having staff with expertise to support our students is critical (some of which are our most vulnerable students such as our low socio-economic, foster youth and homeless). Further, it is important that we build a culture where all students feel like they are accepted and belong and this begins in our youngest grades (TK) and is relevant for students through graduation from 8th grade. This is only achievable through a comprehensive and cohesive approach that supports students throughout their entire academic career in the district and programming that is articulated between the grades, and across the schools with multiple tiers of support. Further, it was identified that our discipline practices and behavioral interventions are variable across sites. As such, we will be working to implement consistent positive behavioral intervention system district-wide that supports students in the classrooms.

**Attendance Support for Students = $2,085 (Goal 4)**

- Secretaries, Assistant Superintendent and Director of Special Education will be monitoring attendance on a monthly basis to keep tight awareness of students at risk for chronic absenteeism. Data will be shared with site administration and supports will be provided to support students in being at school. Further, an attendance campaign will be done beginning in August with periodic reminders/articles throughout the year.

**Communication Support = $1,030 (Goal 4)**

- This is specifically targeted at reaching the parents of our EL students whose primary language for communication is not English. Because Spanish is our largest language (aside from English), focusing on increasing our communications in Spanish will help us to reach this specific population. In some cases, these families are also students with low socio-economic situations. In addition, we intend to expand our communications at all levels as this was identified as a need across many topics.

**Technology support for students = $5,000 (Goal 4)**

- Having a specific action of providing equitable access to technology devices so that our low-income and homeless students can fully access their academics both at school and in the home (after school hours) is critical. We also identified the need to not just provide devices but some of these students/families need assistance with accessing reliable and consistent internet services. We will use "Kajeet" to provide these devices and services to qualified families.

**Foster Youth-Homeless support = $2,105 (Goal 4)**

- Our Foster Youth-Homeless Liaison will focus on this special population working to support enrollment process for these special youth. Also, we will work to share resources with them to help families access available community programs. Supporting these students and their families will help them to be in school more often and better able to access their learning.
Further, she will enhance personal connections with these students and families by reaching out at least bi-annually to support them with understanding our district and full integration into the schools and programming.

Translation and Parent Education = $2,150 (Goal 4)

Overall Total: $630,148

All of the identified actions/services support our unduplicated students (exceeds more than a 2.28% increase). We will be providing targeted RTI interventions (e.g. EL teachers directly supporting our English Learners and PD supporting general education teachers to better support an integrated model for our English Learners); Elementary Counselors and MFT interns/trainees support identified students such as Foster Youth and Homeless with extra needed social emotional supports; our reading teachers (and literacy associates) provide literacy and reading intervention including our EL students for primarily reading but also academic language and writing; Technology Associates support teachers including provision of online intervention programs allowing for improved differentiation using technology in the classroom. Technology staff will also support families who might need provision of technology assistance/equipment at home to fully access schoolwork for homework and collaboration with peers after school hours. This is most critical for students such as our homeless students and low socio-economic households. Sites with proportionately higher unduplicated students receive proportionately higher amounts of money to support those students according to their "unduplicated student" count. However, District's contribution supplements so the programs/supports can be offered consistently and equitably district-wide.

While the actions/services in this LCAP outline specific activities that are focused directly at serving these special populations, we encourage the reader to also refer to metrics that reflect rigorous three year targets to ensure hefty progress for these most at risk students.
<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
<th>LCFF Calculator</th>
<th>3A</th>
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<tr>
<td>Year 1</td>
<td>FY 17-18 Transitional Funding based on FY 17-18 Governor's May Revision</td>
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<td>FY 17-18 3A amount based on FY 17-18 Governor's May Revision</td>
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<td>Year 2</td>
<td>FY 18-19 Transitional Funding based on FY 18-19 Governor's May Revision</td>
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<td>FY 18-19 3A amount based on FY 18-19 Governor's May Revision</td>
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<td>Year 3</td>
<td>FY 19-20 Transitional Funding based on FY 17-18 Governor's May Revision</td>
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<td>31,603,296</td>
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<td></td>
<td>FY 19-20 3A amount based on FY 18-19 Governor's May Revision</td>
<td>638,977</td>
<td>695,015</td>
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Addendum

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

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

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

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

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

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

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

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

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

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.
Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

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

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

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

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

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

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

## Goals, Actions, and Services

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

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

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

## New, Modified, Unchanged

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

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.
Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

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

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

Budgeted Expenditures

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.
If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

**Demonstration of Increased or Improved Services for Unduplicated Students**

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

**Estimated Supplemental and Concentration Grant Funds**

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

**Percentage to Increase or Improve Services**

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

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

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

For those services being provided on an LEA-wide basis:

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

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

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

Priority 1: Basic Services addresses the degree to which:
A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
A. The implementation of state board adopted academic content and performance standards for all students, which are:
   a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
   b. Mathematics – CCSS for Mathematics
   c. English Language Development (ELD)
   d. Career Technical Education
   e. Health Education Content Standards
   f. History-Social Science
   g. Model School Library Standards
   h. Physical Education Model Content Standards
   i. Next Generation Science Standards
   j. Visual and Performing Arts
   k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test ( CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;
Priority 6: School Climate as measured by all of the following, as applicable:
   A. Pupil suspension rates;
   B. Pupil expulsion rates; and
   C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

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

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

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

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

Local Priorities address:
   A. Local priority goals; and
   B. Methods for measuring progress toward local goals.
APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

(a) “Chronic absenteeism rate” shall be calculated as follows:
   (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
      (A) enrolled less than 31 days
      (B) enrolled at least 31 days but did not attend at least one day
      (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
         (i) are enrolled in a Non-Public School
         (ii) receive instruction through a home or hospital instructional setting
         (iii) are attending a community college full-time.
   (2) The number of students who meet the enrollment requirements.
   (3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:
   (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
   (2) The total number of cohort members.
   (3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:
   (1) For a 4-Year Cohort Graduation Rate:
      (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
      (B) The total number of students in the cohort.
      (C) Divide (1) by (2).
   (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
      (A) The number of students who either graduated as grade 11 students or who earned any of the following:
         (i) a regular high school diploma
         (ii) a High School Equivalency Certificate
         (iii) an adult education diploma
         (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
      (B) The number of students in the DASS graduation cohort.
      (C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:
   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
   (3) Divide (1) by (2).

(e) “Expulsion rate” shall be calculated as follows:
   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
(3) Divide (1) by (2).

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

Guiding Questions: Annual Review and Analysis

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

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

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

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

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

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

Guiding Questions: Stakeholder Engagement

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

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

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

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

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

6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

**Guiding Questions: Goals, Actions, and Services**

1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”: Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”: Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement”: Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA’s goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in EC Section 42238.01 and groups as defined in EC Section 52052 that are different from the LEA’s goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in EC Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to EC Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

*Prepared by the California Department of Education, January 2019*
## LCAP Expenditure Summary

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* Totals based on expenditure amounts in goal and annual update sections.
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<td>2000-2999: Classified Personnel Salaries</td>
<td>Base</td>
<td>3,389,693.00</td>
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<td>2000-2999: Classified Personnel Salaries</td>
<td>LCFF Supplemental and Concentration</td>
<td>3,135.00</td>
<td>3,357.00</td>
<td>3,090.00</td>
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<td>61,000.00</td>
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<td>2000-2999: Classified Personnel Salaries</td>
<td>Other</td>
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<td>1,670.00</td>
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<td>2000-2999: Sequoia Healthcare District</td>
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<td>214,597.00</td>
<td>215,735.00</td>
<td>213,263.00</td>
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<td>2000-2999: Title I</td>
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<td>26,000.00</td>
<td>27,950.00</td>
<td>25,000.00</td>
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<td>3000-3999: Employee Benefits</td>
<td>Base</td>
<td>4,112,797.00</td>
<td>4,016,426.00</td>
<td>4,445,441.00</td>
<td>4,016,426.00</td>
<td>4,150,230.00</td>
<td>12,612,097.00</td>
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<td>4000-4999: Books And Supplies</td>
<td>Base</td>
<td>798,456.00</td>
<td>770,354.00</td>
<td>542,717.00</td>
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<td>5000-5999: Services And Other Operating Expenditures</td>
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<td>364,216.00</td>
<td>312,175.00</td>
<td>364,216.00</td>
<td>253,966.00</td>
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<td>LCFF Supplemental and Concentration</td>
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<td>5000-5999: Services And Other Operating Expenditures</td>
<td>Title II</td>
<td>130,000.00</td>
<td>145,670.00</td>
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<td>5000-5999: Services And Other Operating Expenditures</td>
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<td>5800: Professional/Consulting Services And Operating Expenditures</td>
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<td>51,400.00</td>
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* Totals based on expenditure amounts in goal and annual update sections.
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<td>28,549,805.00</td>
<td>27,938,968.00</td>
<td>19,305,281.00</td>
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<td>Goal 2</td>
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<td>250,447.00</td>
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* Totals based on expenditure amounts in goal and annual update sections.
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<tr>
<td>All Funding Sources</td>
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