

LCAP Year (select from 2017-18, 2018-19, 2019-20)

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)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Inglewood Unified

Contact Name and Title

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# 2017-20 Plan Summary

## The Story

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

The Inglewood Unified School District (IUSD) is proud to serve the residents of the historically rich city of Inglewood. Located in Los Angeles County, California, the Inglewood School District serves approximately 9,500 students (kindergarten through 12th grade) from the communities of Inglewood and Ladera Heights. In total, there are thirteen elementary schools and six secondary schools. Beginning fall of 2018, two schools will merge to become one tk-8 school (Woodworth/Monroe). In addition, there is one preschool center with approximately 300 students and a community adult school with approximately 4,340 students. The district also offers Transitional Kindergarten (TK) at all sites.

IUSD serves a diverse population of students in an urban setting, with 61% Hispanic, 38% African-American, and 1% other ethnicities, according to demographic information from the California Department of Education (CDE) for the 2015-2016 school year.

In addition to providing access all core academic subjects the district offers extensive programs in Special Education, Programs for English Language Learners, GATE, AVID, MESA, After school, enrichment, academic tutoring, Career Technical Education all designed to meet the full range of socio-economic-educational needs of our students. Parents are informed about educational opportunities and committed to improving the Inglewood Unified School District. The district has established a central parent center which provides families with community resources, access to educational workshops and information meetings. Additional parent centers are provided for parents at each school site.

The first Inglewood school opened in 1888; the Inglewood Unified School District was later founded in 1953. Thus, most Inglewood schools were constructed decades ago. In 1998, the school district embarked upon an extensive program to improve school facilities with the passage of the Measure K bond by Inglewood and Ladera Heights voters. Major Measure K projects completed since then include two all-weather running tracks, new gymnasiums at Monroe and Crozier Middle Schools and brand new classroom facilities at six IUSD schools (Centinela, Parent, Crozier, Hudnall, Highland, and Payne). LaTijera K-8 School has been completely rebuilt and is now fully occupied. As of 2014-2015, LaTijera was restructured as a Dependent Charter School.

In 2012 the Inglewood community approved Measure GG, a \$90 million facilities bond designed to modernize schools, upgrade technology, and expand services to increase enrollment. On September 14, 2012, the governor approved SB 533, Chapter 325, bringing the district under state receivership with a state emergency appropriation of \$55 million to avoid fiscal insolvency. Of the \$55 million authorized, the district drew \$29 million from November 2012 through February 2013 because of negative cash-flow projections. The required annual debt payment is \$1.8 million. This will last through 2033. In addition, IUSD is experiencing declining enrollment costing an average loss of \$5 million annually.

Our new State Administrator, Dr. Thelma Melendez de Santa Ana, led the development of a new five-year strategic plan. As her introduction to the committee states: *"This document will serve as the blueprint for the future we envision for the Inglewood Unified School District and build upon community assets found right here in Inglewood. Guided by community dialogues and input, we have created this strategic plan that will lead us in achieving our goals and exemplify a school district recognized for its champions' history, grit, and determination, bringing forth the Inglewood Renaissance."* Therefore the 18-20 LCAP will also be aligned to this plan. Our Theoretical Framework has four pillars:

**The Four Pillars** – the means to the ends – are the building blocks of what we must do well to achieve the outcomes for students. Together, they define the capabilities we need and must develop continuously to strengthen instructional effectiveness and organizational infrastructure.

### **Pillar A: TEACHING AND LEARNING: Rigorous and Culturally Responsive Teaching and Learning**

Our schools' most important function. Pillar A promotes a personalized instructional system that responds to each student's needs.

### **Pillar B: SCHOOLS CAN'T DO IT ALONE: Strong Relationships with Families and Communities**

It promotes trust, open communication and healthy partnerships with families and community.

### **Pillar C: INVESTING IN PEOPLE: Effective Teachers, Leaders, and Staff.**

Attracting, developing and retaining high-caliber staff at all levels.

### **Pillar D: MANAGING THE WHOLE: Data-informed Effective and Efficient Systems**

Champions devising mission-focused structures and processes that drive effective and efficient operations and continuous improvement.

## LCAP Highlights

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

The LCAP process this year was highly collaborative. Multiple opportunities were provided for stakeholders to review the Fall California 2017 Dashboard, to review the 18-20 LCAP goals, expected measurable outcomes, actions and services, and also to provide input for future efforts. Besides face to face meetings, multiple surveys were developed to include all members of the community such as staff, students, parents, and community members. Questions in the survey addressed perceptions regarding IUSD's capacity to accomplish goals stated in the LCAP as well as open-ended questions to provide a forum to include additional recommendations.

The 18-20 LCAP will focus on three goals: basic services focused on Conditions of Learning, Goal 2: Teaching and Learning, and Goal 3; Engagement and Climate. In addition, The Strategic plan will also influence the LCAP's goals and priorities and Actions and Steps.

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, 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**

After reviewing the California Dashboard indicators, IUSD made great progress in the Graduation rates. The graduation rate increased significantly, 5.7%. Our overall graduation rate started at Medium and increased significantly overall, especially for two subgroups,

African American and Low Income. The English Learner Subgroup also Increased Significantly although their status was Low. Two subgroups increased, Students with Disabilities and Hispanic subgroups increased and started at Low as well. The only subgroup that decreased in this area was the Homeless subgroup so we are monitoring them closely. IUSD has joined the Passport data sharing system with LACOE to ensure that we keep accurate records.

Also based on the review of expected measurable outcomes stated in the LCAP as well as local measures ; IABs, district benchmarks(formative assessments) and diagnostics(iReady), IUSD is also proud of the growth made in reducing the number of students' suspensions and expulsions. IUSD has had no expulsions this year and the implementation of PBIS has started at all schools and has had a positive impact in this area. Six subgroups have declined or declined significantly in the number of suspensions: Foster Youth, Filipino, Pacific Islander, White, Two or More Races and American Indian. Three other subgroups increased: African American, Foster Youth, and Students with Disabilities. One of our Pillars is "Rigorous and Culturally Responsive Teaching and Learning" and we have identified several key actions that will help us improve in these areas. We will continue with the implementation of PBIS, continue implementing Restorative Practices and trauma informed learning. We also joined the state on the third cohort of the SUMS Initiative.

Regarding performance in the local measures, all areas were met.

Referring to the LCFF Evaluation Rubrics, 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?

When reviewing the LCFF Evaluation Rubrics, there were four areas in the state indicators: suspension, English Learner Progress, English Language Arts 3-8 and Math 3-8, for which overall performance was in the "Orange" performance category.

Suspension rates for African American Students, Student with Disabilities, and Homeless Students were the lowest, in the red performance level.

ELA Progress for Students with Disabilities, Math Progress for Students with Disabilities and African American Students, and Asian were also in the red performance level.

The actions that have already started are addressing these areas: 1. A Focus on Teaching and Learning with an emphasis on engagement, data-driven practices, differentiation, and addressing socio emotional needs. 2. Investing in People: Professional development has started in these areas. 3. Empowering Structures: Ensuring that practices are systematic in professional development, cycle of inquiry, assessment, and monitoring benchmarks. 4. Accountability: Monitoring data and accountability at all levels of the system. Now these have become clear goals and measures for our Strategic Plan. See below:

**1 Success in the Early Years**

Every student will acquire the social/ emotional skills, academic curiosity, and cognitive development that will position each student for success in pre- Kindergarten through the early grades. Increased percentage of students enrolled in accredited Pre-Kindergarten programs Increased percentage of children in Pre-K-Grade 2 meeting criteria for social-emotional, physical and cognitive development Increased percentage of children acquiring Literacy & Numeracy foundational skills by end of Grade 2

**2 Self-Responsibility and Self-Discipline**

Every student will develop the habits of mind and behaviors that exemplify ownership of learning, personal awareness, goal-orientation, persistence and civic learning. Increased percentage of students with at least 95% school/class attendance rate Increased percentage of students able to effectively communicate educational needs, learning goals and behavioral expectations Increased percentage of students engaged in healthy and constructive peer-to-peer and peer-to-staff relationships Increased percentage of students engaged in athletics, extracurricular activities, school wide projects, community service or civic action

**3 Critical Thinking and Problem-Solving**

Every student will be empowered with ownership of their education and be fully engaged in becoming critical and creative thinkers, solution seekers, and advocates for themselves and their community. Increased percentage of students who justify a stand or decision with supporting evidence Increased percentage of students who can use appropriate digital tools and resources to plan and conduct research, manage projects, solve problems, and make informed decisions Increased percentage of students (or student teams) that can solve real world, interdisciplinary problems

**4 Mastery of Academic Subjects**

Every student will receive equitable opportunity for success, and will meet or exceed the standards of performance in all subjects by the end of each grade. Increased percentage of students meeting standards on "anchor" or formative assessments Increased percentage of students meeting grade-level standards in core subjects, as measured by state and district assessments Increased percentage of students enrolled in and passing Algebra I by 8th grade Increased percentage of students participating in advanced coursework and earning a passing grade (e.g., Advanced Placement, ACT, International Baccalaureate) Increased percentage of English Learners reclassified as fully English proficient. Increased percentage of Students with Disabilities meeting their IEP goals Increased percentage of students participating in Arts Education

**5 Readiness for College, Career and Life**

Every student will graduate from high school ready for college, post- secondary experiences, career, and informed civic engagement. Increased percentage of students who complete courses and activities based on college and career interests Increased percentage of

**Greatest Needs**

10th graders on-track to complete high school Increased high school graduation rate and decreased dropout rate Increased percentage of high school graduates entering college without the need for remedial classes Increased percentage of high school Seniors with a Career Plan letter outlining at least one of these: college acceptance, military, trade/ technical training, industry certification/apprenticeship Increased percentage of students completing dual enrollment and technical/industry certification programs Increased percentage of students completing A-to-G requirements

Referring to the LCFF Evaluation Rubrics, 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 California Dashboard indicates that there are two groups that performed two performance levels below the "all student performance levels", English Learners and Students with Disabilities. The overall performance level for Graduation was green. Although English Learners performed two levels below, they increased significantly by 5.1%. Students with Disabilities also increased by 4.1%. Nevertheless our Homeless subgroup declined. We are currently reviewing our Graduation policies which will include requirements for Foster Youth and Homeless populations. a new action in goal 3 addresses how we plan to offer support at the district level for our foster youth and homeless students.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

**Increased or Improved Services**

**Low Income:**  
 We have entered into an agreement with OCDE to receive MTSS training. Additional resources will be added to provide services for families that address socio-emotional needs, engagement, and safety. Some examples included additional counselors for elementary school, extra supervision, additional office staff and custodial staff. We have joined LACOE to work with the Passport System to monitor Foster and Homeless Youth. Intervention strategies will be added at each site. More professional development on academic intervention, PBIS, and trauma informed practices.

**English Learners:** This is an area that is explicit in IUSD's new strategic plan. "5 h. Increase percentage of English Learners reclassified as English proficient." This year we initiated several efforts:  
 1. Teaching and Learning:  
 Training was provided to all teachers and administrators on English Language Development and effective strategies in order to scaffold grade level access.  
 Designated ELD was implemented at all schools.  
 New reclassification strategies were approved.  
 A new monitoring system for English Learners was adopted and training has begun.

**Students with Disabilities:**  
 The efforts in this area are aligned with the new initiative for Multi-Tiered System of Support (MTSS) implementation. The focus has been to strengthen Tier I instructional core.

**Budget Summary**

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$119,265,235
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$92,190,681

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Our LCAP was approved in October 2017 due to transitions in Executive Cabinet Leadership. Dr. Thelma Melendez de Santa was appointed our new State Administrator in August 2017, and Eugenio Villa was appointed the Chief Business Officer in June 2017. Inglewood Unified is currently experiencing a budget shortfall of approximately 8 million dollars and having to make major cuts in many resources for the 17.18 school year. Thus many efforts in the LCAP were unable to be funded as expected.

State Loan Payment: \$1,823,000  
 Attorney Fees: \$1,000,000  
 Utility Costs: \$2,100,000  
 SCROC: \$600,000  
 Other Title I Expenditure not included in LCAP actions and services: \$6,000,000  
 Substitute Employee Costs: \$2,233,568  
 Special Education Costs paid for by State and Federal Funds: \$10,000,000

Other Supplies, Contracts, and Services not included in LCAP actions and services: \$3,500,000

Total Projected LCFF Revenues for LCAP Year

\$96,956,095

## Annual Update

### LCAP Year Reviewed: 2017-18

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

#### Goal 1

##### GOAL 1: PROVIDE EXCELLENT CONDITIONS FOR LEARNING:

Conditions for learning, including basic services, the implementation of the Common Core State Standards, and course access for students will be maintained or improved. Basic services includes confirming that District teachers are appropriately assigned and fully credentialed in the subject area and students they teach, that students have sufficient access to instructional materials aligned to the Common Core State Standards, and that school facilities are in good repair. Implementation of the Common Core State Standards (CCSS) includes making sure all teachers are implementing instructional strategies designed to help all students master the Common Core State Standards, and providing English language learners with appropriate English language development aligned to the CCSS. Course access for all students includes ensuring that all students have access to a broad course of study pertaining to all of the subject areas described in the California Education Code.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 7. Course access  
Local Priorities: Priority 1: Basic Services

#### Annual Measurable Outcomes

Expected

Actual

**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

## 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.

This goal was an overarching goal for the other sub goals that primarily address the basic conditions of the state priorities and the metric of the Williams requirements.

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

This goal was not measured as it had no actions and services attached.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As a result of various material misstatements in the districts 2016-17 Adopted Budget and 2016-17 First and Second Interim Financial reports, plans were not developed by the district during the 2016-17 school year to address the deficit spending that is now projected for 2017-18 and beyond. On June 15, 2017, upon arrival of the districts new Chief Business Official and as a result of significant errors and misstatements that were then identified, the district withdrew the 2016-17 End of Year Financial Projection (Third Interim Report) which were submitted by the district to the Los Angeles County Office of Education (LACOE) around May 31, 2017.

The 2017-18 fiscal year revised budget was developed using staffing levels and operational costs that were in place as of June 15, 2017 and information known at that time. As such, the 2017-18 revised budget reflected an unsustainable level of deficit spending that needed to be addressed immediately with both actions and plans that were measurable and achievable.

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 merged with Goals 1a, 1B and 1c to become one goal. **Goal 1 is now All Students will have fully credentialed and properly assigned administrators at facilities that are highly maintained and in exemplary condition. Students will also have access to teacher selected SBE and other approved/California aligned standards materials in all ALL subjects.** All actions and services were not included as one goal for 18.19 as forward. The actions and services include basic services of instructional materials, facilities, and teacher Credentialing.



**Goal 2**

**GOAL 1a.** All students will have access to SBE-approved/CCSS-aligned instructional materials in core subjects, a broad course of study pertaining to all of the subject areas described in the California Education Code, and CCSS aligned instruction and assessments.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access  
Local Priorities:

**Annual Measurable Outcomes**

Expected		Actual
<b>Williams' Sufficiency Report</b>	<p><b>2017-18</b> By June 2018, all students will have access to SBE-adopted California State Standards-based curriculum and materials in all core subject areas as measured by textbook order forms, student enrollment data, and Williams reports.</p>	<p>All students were provided with SBE-adopted California State Standards-based curriculum, materials, and textbooks in all core subject areas.</p>
<b>Walk-Thru Data</b>	<p><b>2017-18</b> By June 2018, all curriculum in grades TK-12 will continue to be aligned to the California State Standards as measured by curriculum maps, pacing plans, and walk-through data.</p>	<p>All curriculum for Language Arts and Math in Tk-12th grade are aligned with CA State Standards. There is a plan in 18.19 to develop/update curriculum maps, pacing guides, lesson plans, that will be measured per walkthrough data.</p>
<b>CALPADS Course Enrollment Reports</b>	<p><b>2017-18</b> By June 2018 all students, including students with disabilities and English language learners, will have access to, and will enroll in courses reflecting a broad course of study and 21st Century skills as measured by course enrollment and course syllabus data.</p>	<p>Fully implemented as measured by course enrollment.  All students in grades TK-12th had access to and were enrolled in a broad course of study. We are still moving to full implementation of 21st Century skills.</p>
<b>PD Sign-In Sheets</b>	<p><b>2017-18</b> By June 2018, all students will be taught by teachers who have received professional development in the CCSS and instructional strategies to support student learning of the CCSS as measured by PD sign-in sheets and walk-through data.</p>	<p>All students were taught by teachers who received systematic professional development in the CCSS for Language Arts and Math. Instructional strategies were included to support the implementation of the CCSS. These professional learning opportunities were measured by the PD sign-in sheets and classroom walk-through data.</p>

**Secondary Master Schedule**

**2017-18**

By June 2018, all high schools and middle schools will have implemented 1-2 linked learning/CTE Pathways. High schools will offer internships based on the pathways offered.

This is still in development for the year 17.18 and will be included in our District's Strategic plan as well.

**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>1a. 1 Purchase new SBE-adopted curricular materials as needed. Purchase new History Social Science curriculum and other SBE-adopted curricular materials as needed. Use a tracking system for inventory and communicate with teachers.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The plan was to purchase new SBE history social science for the 2017.18 school year. No adoption has taken place. We are identifying funds to see if a new adoption can be made possible. A committee of district and teacher staff will work on this process when possible.</p>	<p>4000-4999 Books and Supplies - Other State Revenues: \$1,000,000</p>	<p>01.0 63000.0 11100 10000 4110 7210000 - 4000-4999 Books and Supplies - Other State Revenues: \$369,420</p>

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>1a. 2. Provide professional development to teachers on implementation of the new adopted and current curriculum.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The district took a holistic approach to CCSS learning opportunities. All teachers were offered several grade level trainings provided by our district's instructional coaches. the expectation was that all students be taught by teachers who received systematic professional development in the CCSS.</p>	<p>1000-1999 Certificated Salaries - Federal Revenues - Title II: \$160,000 (repeated expenditure) 3000-3999 Employee Benefits - Federal Revenues - Title II: \$40,000</p>	<p>01.0 40350.0 11100 10000 1170 7370000 - 1000-1999 Certificated Salaries - Federal Revenues - Title II: \$10,000 22% of Salaries - 3000-3999 Employee Benefits - Federal Revenues - Title II: \$2,200</p>

**Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p>	<p>4000-4999 Books and Supplies - LCFF: \$550,000</p>	<p>01.0 00000.0 00000 10000 43XX - 4000-4999 Books and Supplies - LCFF: \$191,299</p>

<p>Students to be Served: All</p> <p>Location: All Schools</p> <p>1a. 3 Purchase required instructional materials and technology to provide a broad course of study designed to meet A-G requirements.</p>	<p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Many schools purchased new student devices and or updated their current computer labs and mobile carts to enhance instruction. For the 2017.18 school year, By the end of June 2018, IUSD will be at about 90% one-to one student devices which support easier access to a broad course of study so that students can more readily meet A-G requirements.</p>		
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**Action 4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: Bennett-Kew, Centinela, Crozier, Highland, Hudnall, Inglewood High, Kelso, Monroe, Morningside, Oak, Payne, W. Lane Woodworth, Worthington.</p> <p>Foster Youth and Low Income students will have additional instructional materials and technology in schools with high unduplicated student populations to provide a broad course of study designed to meet A-G requirements.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: same as expected measureable outcome.</p> <p>In providing additional resources, for the year 17.18, there was a concentrated effort to ensure that our Unduplicated pupil groups were given access to all requirements and access to a broad course of study.</p>	<p>4000-4999 Books and Supplies - LCFF: \$3,000,000</p>	<p>01.0 00000.0 00000 21000 4XXX &amp; 5XXX - 4000-4999 Books and Supplies - LCFF: \$2,751,070</p>

**Action 5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service:</p> <p>Location: All Schools</p>	<p>4000-4999 Books and Supplies - LCFF: \$994,000</p>	<p>01.0 00000.0 11100 10000 4310 7025000 &amp; 42000 - 4000-4999 Books and Supplies - LCFF: \$33,698</p>

Provide additional instructional supplies to enhance elective opportunities and access to the arts for students from low income families, Foster Youths, and Homeless.	There was an arts community member committee formed to develop an ARTS for All strategic plan with a focus on meeting the needs of our unduplicated pupils.		
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**Action 6**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Continue to provide integrated and designated ELD training and coaching support to teachers and administration as needed.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Fully implemented for the 17.18. All k-12 teachers were offered and received professional learning opportunities by grade level and core departments on Integrated and Designated ELD. These trainings were provided by out District's instructional coaches.</p>	<p>subs - 1000-1999            Certificated Salaries - Federal Revenues - Title III: \$16,000            LACOE contract - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title III: \$15,000            3000-3999 Employee Benefits - Federal Revenues - Title III: \$4,000</p>	<p>01.0 42030.0 47600 10000            1170 7270000 &amp; 1970 - 1000-1999 Certificated Salaries - Federal Revenues - Title III: \$16,050            01.0 42030.0 47600 21000            5220 7270000 - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title III: \$223,627            @ 22% of object 1XXX - 3000-3999 Employee Benefits - Federal Revenues - Title III: \$3,531</p>

**Action 7**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Track and monitor appropriate course placement for targeted students, specifically Foster Youth, Homeless, Redesignated fluent English proficient students, English language learners, and low income pupils to ensure all students are meeting graduation requirements.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> <li>All students in high school are assigned to courses that meet the district graduation requirements as well as meet the A-G course requirements. There was a concentrated effort to monitor the placement of unduplicated pupil groups in these courses.</li> </ul>		

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**Action 8**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: Middle School and High School</p> <p>Increase course offerings for linked learning/CTE Pathways at schools with high unduplicated student populations. Align staff and credentials to current pathways and streamline the process based on new CTE pathways requirements.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: same as expected outcome</p> <p>A total of seven career pathways are offered at the three high schools (Engineering via PLTW and two schools, graphic arts, graphic design, business finance, entrepreneurial studies, and law/public services).</p>	<p>4000-4999 Books and Supplies - LCFF: \$90,000</p>	<p>01.0 63820.0 11100 10000 4316 7420000 &amp; 44XX - 4000-4999 Books and Supplies - Other State Revenues: \$75,000</p>

**Action 9**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: Specific Grade Spans: High School Students</p> <p>Explore opportunities to provide SAT and ACT preparation courses for students as well as additional dual enrollment classes, and online courses to provide a broad course of study.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: Specific Grade Spans: High school Students</p> <ul style="list-style-type: none"> <li>Dual enrollment courses have begun at Morningside, Inglewood, and City Honors high schools. Additional courses are planned for the 2018-2019 school year.</li> </ul>	<p>No costs incurred.: \$0</p>	

**Action 10**

Planned Actual Budgeted Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Explore dual immersion opportunities to expand programs to additional sites and languages.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools, Specific Schools: Worthington and Parent Elementary</p> <p>Spanish Dual Immersion Programs are available at Worthington Elementary for grades TK-4th grade and Parent K-8 for grades K-2nd grade. Parent K-8 School has a new French Dual Immersion program in Kindergarten. For the 17.18 the focus was to monitor the implementation and effectiveness of our two current programs.</p>	No costs incurred.: \$0	

**Action 11**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: Specific Grade Spans: Middle School and High School</p> <p>Purchase required CTE instructional materials and technology to improve enhance and expand the coherent sequence of CTE courses at the high schools and middle schools.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: Specific Grade Spans: Middle and High School</p> <p>All required instructional materials for Project Lead The Way (PLTW) were purchased using the California Career Pathways Trust (CCPT) grant. All other materials were purchased as necessary through site general funds.</p>	CTEIG 68,000 per year and CTE K12 Grant 120,000 - 4000-4999 Books and Supplies - Other Federal Funds: \$188,000 (repeated expenditure)	No expenditures: \$0

**Action 12**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Track monitor, promote and align CTE pathways at the high schools and the middle schools.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>PLTW has been fully aligned at Morningside High and Monroe Middle schools. Students in the middle school</p>	CTEIG 4,000, and Perkins CTE 5,000 (plus benefits) - 1000-1999 Certificated Salaries - Other Federal Funds: \$9,000 (repeated expenditure) 3000-3999 Employee Benefits - Other Federal Funds: \$2,700 (repeated expenditure)	No expenditures: \$0 No expenditures: \$0

	Gateway program receive engaging instruction that prepares them for and promotes the high school program. Additional high school/middle school pathway alignment is planned for 2018-2019 school year.		
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**Action 13**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: Specific Grade Spans: Middle Schools and High Schools</p> <p>Provide Professional Development to CTE teachers within their pathway sector.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: Specific Grade Spans: Middle and High schools</p> <p>Professional development opportunities were provided for PLTW, graphic design, and entrepreneurial studies teachers for the 17.18 school year. There will more professional learning opportunities in the upcoming years to ensure full implementation.</p>	<p>CTEIG 10,000 and Perkins CTE 4,000 - 5000-5999 Services and Other Operating Expenses - Other Federal Funds: \$14,000 (repeated expenditure)</p>	<p>No expenditures: \$0</p>

**Action 14**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: Specific Grade Spans: Middle and High Schools</p> <p>Establish internships based on pathways offered and build partnerships with El Camino, SBWIB and other industry partners.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: Specific Grade Spans: Middle and High schools</p> <p>Partnerships have been fully established with El Camino College, SBWIB., We are also developing growing partnerships with other industry organizations. El Camino has worked with our students and staff to extend the implementation of PLTW (project lead the way) to their campus. They also offer training to our teachers on instructional strategies related to the engineering program. The SBWIB has created a connection to our PLTW schools with industry related organizations to provide experiential opportunities such as tours to industry sites and field expert</p>	<p>LCFF matching funds and CTEIG 2,000 and Perkins CTE 5,000 - 1000-1999 Certificated Salaries - Other Federal Funds: \$7,000 (repeated expenditure) 3000-3999 Employee Benefits - Other Federal Funds: \$2,100 (repeated expenditure)</p>	<p>01.0 35500.0 38000 10000 1170 7210000 - 1000-1999 Certificated Salaries - Other Federal Funds: \$3,000 @ 22% of salaries - 3000-3999 Employee Benefits - Other Federal Funds: \$660</p>



	speakers.		
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**Action 15**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: Specific Schools: With CTE programs</p> <p>Track and monitor CTE student performance data, outcome and program evaluation data.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: Specific Schools: CTE programs</p> <p>This current year data is unavailable until June 2018.</p>	<p>CTEIG 5,000 and CTE 10,000 Certificated salaries +Benefits - 1000-1999 Certificated Salaries - Other Federal Funds: \$15,000 3000-3999 Employee Benefits - Other Federal Funds: \$4,500 (repeated expenditure)</p>	<p>No expenditures.: \$0</p>

**Analysis**

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

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

Overall this goal, actions and services were implemented for the year 17.18 Many of these actions and services were not fully funded due to our current fiscal status as a whole.

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

The actions and services that were implemented did provide services to out staff and students. The district wide professional development was provided by grade level around the common core implementation, assessments and collaboration. They also recieved PD around the use of the district adopted math and language arts materials.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As a result of various material misstatements in the districts 2016-17 Adopted Budget and 2016-17 First and Second Interim Financial reports, plans were not developed by the district during the 2016-17 school year to address the deficit spending that is now projected for 2017-18 and beyond. On June 15, 2017, upon arrival of the districts new Chief Business Official and as a result of significant errors and misstatements that were then identified, the district withdrew the 2016-17 End of Year Financial Projection (Third Interim Report) which were submitted by the district to the Los Angeles County Office of Education (LACOE) around May 31, 2017.

The 2017-18 fiscal year revised budget was developed using staffing levels and operational costs that were in place as of June 15, 2017 and information known at that time. As such, the 2017-18 revised budget reflected an unsustainable level of deficit spending that needed to be addressed immediately with both actions and plans that were measurable and achievable.

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

The stakeholder committee worked to consolidate all actions and services, to make a more concise goal that is reader friendly and focused on the

regulations required in meeting the Williams' settlement. **Goal 1 is now All Students will have fully credentialed and properly assigned administrators at facilities that are highly maintained and in exemplary condition. Students will also have access to teacher selected SBE and other approved/California aligned standards materials in all ALL subjects.**

### Goal 3

**GOAL 1b:** All (100%) facilities will be maintained and determined to be in Good to Exemplary condition.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access  
Local Priorities:

#### Annual Measurable Outcomes

	Expected	Actual
<b>FIT (Facilities Inspection Tool) Report</b>	<b>2017-18</b> By June 2018, 100% of the school facilities will have report ratings of Good to Exemplary as measured by the Facilities Inspection Tool.	Per the Williams visit and use of the Facilities Inspection Tool, we have begun to address the the needs of many of our facilities but have not reached the goal of 100%.

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Make needed repairs to school facilities.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Facilities are being repaired as funds allow</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$255,000</p>	<p>14.0 00000.0 00000 81000 5890 0000000 - 5000-5999 Services and Other Operating Expenses - Other Local Revenues: \$244,060</p>

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Employ 30.4 FTE custodial staff at all sites.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>These Employees were funded to support school sites.</p>	<p>2000-2999 Classified Salaries - LCFF: \$1,200,000 3000-3999 Employee Benefits - LCFF: \$300,000</p>	<p>01.0 00000.0 11300 82000 2210 2140000 - 2000-2999 Classified Salaries - LCFF: \$1,551,036 01.0 00000.0 11300 82000 3212 2140000 / 3312 3332 3342 3412 3512 3612 - 3000-3999 Employee Benefits - LCFF: \$1,016,882</p>

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools, Specific Schools: Bennet Kew Centinela Crozier Hudnall Kelso Lane La Tijera Monroe Payne Parent Oak Worthington Woodworth</p> <p>Employ an additional 24 FTE custodians to maintain and support schools with high unduplicated student counts. Lower class sizes at these sites will increase classroom use and use of facility space.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools, Specific Schools:</p> <p>These employees were hired to support our schools in meeting the maintenance needs.</p>	<p>2000-2999 Classified Salaries - LCFF: \$1,120,000 3000-3999 Employee Benefits - LCFF: \$280,000</p>	<p>01.0 00000.0 11500 82000 2210 4040000 + 403 + 402 - 2000-2999 Classified Salaries - LCFF: \$655,212 @ 22% of salaries - 3000-3999 Employee Benefits - LCFF: \$144,146</p>

This increases the work load for custodial staff and increases the need for additional staff.			
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**Action 4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Maintain a 1.0% deferred maintenance account to provide facility repairs as needed.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>This percentage was maintained to assist in the repairs needed to enhance our school facilities.</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$50,000</p>	<p>14.0 00000.0 00000 81000 5890 - 5000-5999 Services and Other Operating Expenses - LCFF: \$244,060</p>

**Action 5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Conduct monthly walkthroughs utilizing the FIT document with site and district staff to check on facility conditions.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Walkthroughs were performed many times throughout the school year to ensure school and district facilities were safe for employees and students.</p>		

**Action 6**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide utilities to district sites as appropriate.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Utilities are provided to all facilities in the district.</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$2,000,000</p>	<p>01.0 00000.0 00000 82000 5520 7150000 - 5000-5999 Services and Other Operating Expenses - LCFF: \$1,800,000</p>

**Action 7**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Modernize school facilities to reflect 21st Century classrooms and learning environments.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served:</p> <p>Location: All Schools</p> <p>This year many schools were modernized, particularly the two schools being merged Monroe and Woodworth. This school will now be a k-8 schools with updated facilities.</p>	<p>Fund 21 - Bond Fund - 6000-6999 Capital Outlay - Other Local Revenues: \$13,344,410</p>	<p>21.1 90100.0 00000 85000 6XXX Location (Multiple) - 6000-6999 Capital Outlay - Other Local Revenues: \$14,068,993</p>

**Action 8**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: Bennett-Kew, Centinela, Crozier, Highland, Hudnall, Inglewood High, Kelso, Monroe, Morningside, Oak, Payne, W. Lane Woodworth, Worthington</p> <p>1.b.8 Employ an additional crew of custodians (Total of 3) to maintain and support schools to deploy in emergency situations with high unduplicated student counts and in high crime areas. These schools have experienced higher incidences of vandalism including break ins and tagging. These crew will help to remedy these situations to minimize disruption to the instructional program.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Low Income</p> <p>Scope of Service:</p> <p>Location: All Schools, Specific Schools: same as planned action</p> <p>Due to IUSD's fiscal situation for the 17.18, this action could not be completed.</p>	<p>2000-2999 Classified Salaries - LCFF: \$150,000 3000-3999 Employee Benefits - LCFF: \$45,000</p>	<p>No additional custodians have been hired.: \$0 No additional custodians have been hired.: \$0</p>

**Action 9**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services</b></p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services</b></p>	<p>2000-2999 Classified Salaries - LCFF: \$100,000 (repeated</p>	<p>01.0-00000.0-00000-82000-2210-7120000 - 2000-2999 Classified Salaries - LCFF: \$85,961</p>

<p><b>Requirement</b></p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Bennett-Kew, Centinela, Crozier, Highland, Hudnall, Inglewood High, Kelso, Monroe, Morningside, Oak, Payne, W. Lane Woodworth, Worthington</p> <p>1.b.9. Employ two additional groundsmen to maintain and support schools in emergency situations with high unduplicated student counts.</p>	<p><b>Requirement</b></p> <p>Students to be Served:</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools, Specific Schools: same as planned action</p> <p>This action was not addressed for the 17.18 school year due to IUSD's fiscal situation, but will be revisited for the 18.19 school year and beyond.</p>	<p>expenditure) 3000-3999 Employee Benefits - LCFF: \$30,000</p>	<p>@ 22% of salaries - 3000-3999 Employee Benefits - LCFF: \$18,911</p>
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## Analysis

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

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

This goal was for the most part implemented well. We maintained the personnel stated and several projects were addressed in the implementation of this goal. Facilities work was covered primarily by the bond as other funding allowable for this work. There were a few actions in this goal that had no expenditures attached.

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

Working on facilities and school environment for students supported student learning by providing safe and healthy learning environment.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As a result of various material misstatements in the districts 2016-17 Adopted Budget and 2016-17 First and Second Interim Financial reports, plans were not developed by the district during the 2016-17 school year to address the deficit spending that is now projected for 2017-18 and beyond. On June 15, 2017, upon arrival of the districts new Chief Business Official and as a result of significant errors and misstatements that were then identified, the district withdrew the 2016-17 End of Year Financial Projection (Third Interim Report) which were submitted by the district to the Los Angeles County Office of Education (LACOE) around May 31, 2017.

The 2017-18 fiscal year revised budget was developed using staffing levels and operational costs that were in place as of June 15, 2017 and information known at that time. As such, the 2017-18 revised budget reflected an unsustainable level of deficit spending that needed to be addressed immediately with both actions and plans that were measurable and achievable.

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 along with its actions and services were merged into what is now goal 1 . The actions that had no expenditures attached were removed.

II Students will have fully credentialed and properly assigned teachers and administrators at facilities that are highly maintained and in exemplary condition. Students will also have access to teacher selected SBE and other approved/California aligned standards materials in all subjects.



## Goal 4

**GOAL 1c:** All (100%) of IUSD teachers and administrators will be fully credentialed, and appropriately assigned for the pupils they are teaching.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 7. Course access

Local Priorities:

### Annual Measurable Outcomes

	Expected	Actual
<b>CALPADS Staffing Report</b>	<b>2017-18</b> There will be zero teacher mis-assignments as measured by case rosters and teacher credentials.	As measured by the Williams Compliance checklist Inglewood Unified School district met all requirements for the 2017.18 school year.
<b>Student Enrollment Data</b>	<b>2017-18</b> Teacher-student ratios in core classes (Base Program) will be no more than 28:1 at grades TK-3; 30:1 at grades 4-6, and 26.5:1 in grades 7-12 as measured by student enrollment data.	Inglewood Unified was able to maintain the state ratios for the appropriate grade spans.

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Conduct an audits of teacher credentials and assignments/course assignments and place/hire teachers accordingly.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The annual audit/ for Williams compliance was conducted in December 2017 with 0 findings.</p>	<p>2000-2999 Classified Salaries - LCFF: \$58,000</p> <p>3000-3999 Employee Benefits - LCFF: \$20,000</p>	<p>Elisa Miller - 2000-2999 Classified Salaries - LCFF: \$59,964</p> <p>3000-3999 Employee Benefits - LCFF: \$26,608</p>

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Recruit and maintain qualified administrative and teaching staff. Core Staffing Ratio: TK-3= 28:1; Grades 4-6 30:1 7-8= 26.5:1; 9-12=26.5:1 1 Principal per site; AP ratio K-8 = 1.0 per 650 students; High School 1; 2 if over 1000 students. Alternative Education and High Schools below 300 students = none.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>For the 2017.18 school the staffing ratio was in compliance.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$26,880,000</p> <p>3000-3999 Employee Benefits - LCFF: \$6,720,000</p>	<p>1000-1999 Certificated Salaries - LCFF: \$26,602,716</p> <p>3000-3999 Employee Benefits - LCFF: \$10,624,106</p>

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>1000-1999 Certificated Salaries - LCFF: \$6,160,000</p> <p>3000-3999 Employee Benefits - LCFF: \$1,540,000</p>	<p>Excluding Special Ed - 1000-1999 Certificated Salaries - LCFF: \$2,436,373</p> <p>3000-3999 Employee Benefits - LCFF: \$10,303,100</p>

Recruit and maintain additional qualified administrative and teaching staff to support our low income, ELL, and foster youth students. This will maintain lower class sizes at sites with high unduplicated student populations.	Inglewood Unified continues to do its best to recruit and maintain qualified staff to address the needs of our unduplicated student groups.		
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#### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Parent, Worthington</p> <p>Continue to employ 4 FTE properly credentialed Dual Immersion teachers plus 3 (Total of 7) at targeted schools (in addition to base teacher ratio) to support learning for English language learners and to lower class sizes for these targeted students.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Parent and Worthington</p> <p>For the 17.18 school year there were 4 Dual Language teachers at Parent Elementary and 5 at Worthington.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$296,000</p> <p>3000-3999 Employee Benefits - LCFF: \$74,000</p>	<p>1000-1999 Certificated Salaries - LCFF: \$223,552</p> <p>3000-3999 Employee Benefits - LCFF: \$89,278</p>

#### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Increase opportunities for teachers to obtain National Board Certification.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Inglewood continues to seek and provide opportunities for teachers to Obtain National Board Certification.</p>	No costs incurred.: \$0	

### 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 Human Resource department implemented these actions and services with fidelity and adequate record keeping. These actions and services

were merged into one goal. **Goal 1 is now All Students will have fully credentialed and properly assigned administrators at facilities that are highly maintained and in exemplary condition. Students will also have access to teacher selected SBE and other approved/California aligned standards materials in all ALL subjects.**

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

This effectiveness of the actions and services were achieved for the 17-18 school year. The Human Resources department was very diligent in assuring that all these actions and services were met to ensure that all students were provided the best instructional program with appropriate placed teachers.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As a result of various material misstatements in the districts 2016-17 Adopted Budget and 2016-17 First and Second Interim Financial reports, plans were not developed by the district during the 2016-17 school year to address the deficit spending that is now projected for 2017-18 and beyond. On June 15, 2017, upon arrival of the districts new Chief Business Official and as a result of significant errors and misstatements that were then identified, the district withdrew the 2016-17 End of Year Financial Projection (Third Interim Report) which were submitted by the district to the Los Angeles County Office of Education (LACOE) around May 31, 2017.

The 2017-18 fiscal year revised budget was developed using staffing levels and operational costs that were in place as of June 15, 2017 and information known at that time. As such, the 2017-18 revised budget reflected an unsustainable level of deficit spending that needed to be addressed immediately with both actions and plans that were measurable and achievable.

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, actions and services were merged into one goal. **Goal 1 is now All Students will have fully credentialed and properly assigned administrators at facilities that are highly maintained and in exemplary condition. Students will also have access to teacher selected SBE and other approved/California aligned standards materials in all ALL subjects.**

**GOAL 2: PRODUCE INCREASED PUPIL ACHIEVEMENT**

All students will increase academic achievement in English language arts, Mathematics, and other core content areas as determined by the CDE and Board of Trustees, and will make progress towards being college and career ready.

**Goal 5**

Students will make yearly progress in mastering the Common Core State Standards and 21st Century Skills.

English language learners will make yearly progress in English language proficiency. In addition, students will increase academic achievement in all core curriculum areas as described in the California Education Code.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement; 8. Other pupil outcomes

Local Priorities:

**Annual Measurable Outcomes**

Expected

Actual

## 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.

This goal was not implemented as a single goal. It served as an overarching goal for the other Goals 2a and 2b. All three goals centered around pupil achievement, standards implementation and a focus on English Learners.

**Goal 2 is now Increase student success in mastering the Common Core State Standards (CCSS) in all content areas, ensure all students are college and/or career ready and attest all English Learners will make adequate yearly progress in attaining English Language Proficiency.**

**Many of the actions and services from the former goals 2a and 2b were reviewed, edited and in some cases removed to fit within our fiscal plan for 2018.19**

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

The effectiveness of this particular goal was not measured as it did not contain any actions and services.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As a result of various material misstatements in the districts 2016-17 Adopted Budget and 2016-17 First and Second Interim Financial reports, plans were not developed by the district during the 2016-17 school year to address the deficit spending that is now projected for 2017-18 and beyond. On June 15, 2017, upon arrival of the districts new Chief Business Official and as a result of significant errors and misstatements that were then identified, the district withdrew the 2016-17 End of Year Financial Projection (Third Interim Report) which were submitted by the district to the Los Angeles County Office of Education (LACOE) around May 31, 2017.

The 2017-18 fiscal year revised budget was developed using staffing levels and operational costs that were in place as of June 15, 2017 and information known at that time. As such, the 2017-18 revised budget reflected an unsustainable level of deficit spending that needed to be addressed immediately with both actions and plans that were measurable and achievable.

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.

Through the work of the LCAP advisory committee, Goals 2, 2a, and 2b were consolidated into one Goal 2 with all actions and services attached.

**Goal 2 is now Increase student success in mastering the Common Core State Standards (CCSS) in all content areas, ensure all students are college and/or career ready and attest all English Learners will make adequate yearly progress in attaining English Language Proficiency.**

**Many of the actions and services from the former goals 2a and 2b were reviewed, edited and in some cases removed to fit within our fiscal plan for 2018.19**

## Goal 6

**GOAL 2a:** Increase student success in mastering the California State Standards (CCSS) and ensure that all students are college and/or career ready.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement; 8. Other pupil outcomes  
Local Priorities:

### Annual Measurable Outcomes

	Expected	Actual
<b>District Benchmark Assessment Data- Reading</b>	<b>2017-18</b> Increase student scores on the district mid-year diagnostic assessment in English language arts by 3%.	<p><b><u>Grade 1: 5% increase</u></b> 9% to 16% Students On or Above Level</p> <p><b><u>Grade 2: 16% increase</u></b> 8% to 24% Students On or Above Level</p> <p><b><u>Grade 3: 14% increase</u></b> 25% to 39 % Students On or Above Level</p> <p><b><u>Grade 4: 7% increase</u></b> 12% to 19% Students On or Above Level</p> <p><b><u>Grade 5: 8% increase</u></b> 12% to 18% Students On or Above Level</p> <p><b><u>Grade 6: 6% increase</u></b> 9% to 15% Students On or Above Level</p> <p><b><u>Grade 7: 5% increase</u></b> 17% to 22% Students On or Above Level</p> <p><b><u>Grade 8: 4% increase</u></b> 18% to 22% Students On or Above Level</p> <p>Overall, most grades made at least a 3% or above increase from the Beginning of the year diagnostic to the mid-year diagnostic.</p>

<p><b>District Benchmark Assessment Data- Math</b></p>	<p><b>2017-18</b>  Increase student scores on the district mid-year diagnostic assessment in mathematics by 3%.</p>	<p><b><u>Grade 1: 7% increase</u></b>  4% to 11% Students On or Above Level</p> <p><b><u>Grade 2: 9% increase</u></b>  3% to 12% Students On or Above Level</p> <p><b><u>Grade 3: 12% increase</u></b>  5% to 17 % Students On or Above Level</p> <p><b><u>Grade 4: 15% increase</u></b>  9% to 24% Students On or Above Level</p> <p><b><u>Grade 5: 11% increase</u></b>  12% to 23% Students On or Above Level</p> <p><b><u>Grade 6: 8% increase</u></b>  10% to 18% Students On or Above Level</p> <p><b><u>Grade 7: 2% increase</u></b>  8% to 10% Students On or Above Level</p> <p><b><u>Grade 8: 5% increase</u></b>  6% to 11% Students On or Above Level</p> <p>Overall, most grade levels made at least a 3% increase from the Beginning of the year diagnostic to the mid-year diagnostic. It appears 7th grade did not meet the 3% increase.</p>
<p><b>CAASPP SBAC Data- ELA</b></p>	<p><b>2017-18</b>  Increase CAASPP baseline scores of Standard Met or Exceeded by 3% in English language Arts.</p>	<p><b><u>Grade 3: 5% increase</u></b>  24% to 29% Standard Met or Exceeded</p> <p><b><u>Grade 4: 1% increase</u></b>  29% to 30% Standard Met or Exceeded</p> <p><b><u>Grade 5: 2% increase</u></b>  29% to 31 % Standard Met or Exceeded</p> <p><b><u>Grade 6: stayed the same</u></b>  32% Standard Met or Exceeded</p> <p><b><u>Grade 7: 2% decrease</u></b></p>



	<p>33% to 31% Standard Met or Exceeded</p> <p><b><u>Grade 8: 5% decrease</u></b></p> <p>32% to 27% Standard Met or Exceeded</p> <p><b><u>Grade 11: 3% increase</u></b></p> <p>28% to 31% Standard Met or Exceeded</p> <p>Only grades 3 and 8 made an increase of 3% or more on the CAASPP Summative Assessment.</p>
<p><b>CAASPP SBAC Data- Math</b></p> <p><b>2017-18</b> Increase CAASPP baseline scores of Standard Met or Exceeded by 3% in Mathematics.</p>	<p><b><u>Grade 3: 1% increase</u></b></p> <p>28% to 29% Standard Met or Exceeded</p> <p><b><u>Grade 4: 3% increase</u></b></p> <p>23% to 26% Standard Met or Exceeded</p> <p><b><u>Grade 5: 3% increase</u></b></p> <p>16% to 19 % Standard Met or Exceeded</p> <p><b><u>Grade 6: 3% decrease</u></b></p> <p>24% to 21% Standard Met or Exceeded</p> <p><b><u>Grade 7: 1% decrease</u></b></p> <p>13% to 12% Standard Met or Exceeded</p> <p><b><u>Grade 8: 3% decrease</u></b></p> <p>14% to 11% Standard Met or Exceeded</p> <p><b><u>Grade 11: 1% decrease</u></b></p> <p>8% to 7% Standard Met or Exceeded</p> <p>Only grades 4, 5, 6, and 8 made the 3% increase on the CAASPP Summative Assessment.</p>
<p><b>English Language Arts (Grades 3-8) - Schools Five-by-Five Placement</b></p> <p><b>2017-18</b> Move forward on the CA School Dashboard. -Status increase and Change increase of 7-20 points.</p>	<p>Per the dashboard results the district as a whole did not move as an increase in points in the status and change. We maintained in this area with only our Foster Youth and Homeless groups making a significant increase by more 15 or more points.</p>
<p><b>Mathematics (Grades 3-8) - Schools Five-by-Five Placement</b></p> <p><b>2017-18</b> Move forward on the CA School Dashboard. -Status increase and Change increase of 7-20 points.</p>	<p>Per the dashboard results the district as a whole did not move as an increase in points in the status and change. We maintained in this area with only our Foster Youth and Homeless groups making a significant increase by more 15 or more points.</p>

<p><b>Dataquest: Grads with UC/CSU Required Courses</b></p>	<p><b>2017-18</b>          Increase the percentage of students completing the a-g requirements by 5%.</p>	<p>At this time our preliminary data indicated that we have not increased to 5% or more. We will revisit this data once we have closed our yearly data for the 17.18 school year.</p>
<p><b>AP Testing Data</b></p>	<p><b>2017-18</b>          The percentage of students scoring a 3 or higher on the advanced placement examination will increase by 3%.</p>	<p>The percentage of students scoring a 3 or higher on the advanced placement exam decreased district-wide by 18% from 2016-2017. The percentage of students with passing scores at Inglewood High decreased by 50%, while Morningside High decreased its passing rate by 15%. City Honors High increased its scores of 3 or higher by 38%.</p>
<p><b>11th Grade EAP Results- ELA</b></p>	<p><b>2017-18</b>          Increase the percentage of students determined Ready for college by 5% and Conditionally Met by 5% as measured by the EAP.</p>	<p>District-wide, Ready and Conditionally Ready scores did not meet the targeted 5% growth in ELA or math. Standard Exceeded (Ready) level for ELA increased by 1% while math decreased by .4%. Standard Met (Conditionally Ready) level dropped 3% in ELA and increased 3% in math.</p>

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide additional CCSS instructional resources and hands-on experiences (Field trips, instructional resources, etc.) to help targeted students master the CCSS.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service:</p> <p>Location: All Schools</p> <p>CCSS instructional resources, hands-on materials, and experiences (fieldtrips, instructional resources, various and learning opportunities) were provided to targeted students to assist with mastery of standards.</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$100,000</p> <p>Bus transportation - 7000-7499 Other - LCFF: \$300,000</p>	<p>01.0 01000.0 11300 10000 5811 Multiple Locations - 5000-5999 Services and Other Operating Expenses - LCFF: \$27,490</p> <p>01.0 92300.0 11100 36000 5811 7130000 &amp; 01.0 92400.0 57500 36000 5811 7250000 - 5000-5999 Services and Other Operating Expenses - LCFF: \$627,861</p>

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide teachers with professional development in researched-based instructional strategies designed to help improve student learning of the California State Standards (CCSS). These will include intervention strategies, socio-emotional, and behavioral interventions.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Full day PBIS () Professional Development Days have been provided by LACOE to all PBIS School Leadership Teams to support implementation of behavioral expectations; 5 Full days of professional development facilitated by Centinela Youth services focused on trauma informed and restorative practices have been provided to a cohort of 30 teachers from various school sites to support the social-emotional needs of students.</p>	<p>subs/extra duty pay - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$80,000</p> <p>5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$400,000</p> <p>3000-3999 Employee Benefits - Federal Revenues - Title I: \$20,000</p>	<p>: \$0</p> <p>01.0 00301.0 11100 10000 52XX Multiple Locations - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$274,079</p> <p>: \$0</p>

**Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: Those with AVID programs</p> <p>Provide AVID programs to targeted students to help them master the California State Standards (CCSS).</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools:</p> <p>Inglewood High, Morningside High, Crozier Middle School, Monroe Middle School, La Tijera Academy of Excellence, and Hudnall Elementary AVID team members attended the AVID summer Institute and implemented AVID strategies during the school year to support students in mastering the CCSS standards. In 17. 18 Hudnall was fully certified as an AVID elementary school.</p>	<p>Training fee and program costs - 5000-5999 Services and Other Operating Expenses - LCFF: \$150,000 1000-1999 Certificated Salaries - LCFF: \$80,000 3000-3999 Employee Benefits - LCFF: \$20,000</p>	<p>01.0 00000.0 00000 72000 5890 0000000 &amp; 01.0 00000.0 00000 72000 5890 7190000 - 5000-5999 Services and Other Operating Expenses - LCFF: \$88,519 01.0 00000.0 11300 10000 1170 Multiple Sites - 1000-1999 Certificated Salaries - LCFF: \$76,883 @ 22% of Salaries - 3000-3999 Employee Benefits - LCFF: \$16,914</p>

**Action 4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide extended-day intervention programs aligned to the California Common Core State Standards to targeted at risk students. Explore options for extended morning/after school.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Alternative Support programs along with site specific intervention programs were offered to help our students struggling to meet the academic standards in Language Arts and Math for the school year 17.18</p>	<p>1000-1999 Certificated Salaries - Federal Revenues - Title I: \$720,000 3000-3999 Employee Benefits - Federal Revenues - Title I: \$180,000</p>	<p>7.8 FTE - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$622,556 3000-3999 Employee Benefits - Federal Revenues - Title I: \$245,903</p>

**Action 5**

Planned Actual Budgeted Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide a universal screening tool to measure student progress toward mastery of the CCSS and to identify at-risk learners for intervention program placement.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>All schools used the iReady diagnostic tool as a universal screening tool to measure student progress two to three times this school year. This would allow for a pre and post measurements. This year the Interim Assessment Blocks (IABs) were introduced and a few were implemented as a measuring tool.</p>	<p>5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$334,280</p>	<p>5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$362,230</p>

**Action 6**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide an assessment system to create district and classroom level benchmark assessments, and to measure student mastery of California State Standards (CCSS).</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Many schools utilized our student assessment system to create quick checks, end of unit assessments, and create intervention groups to measure student progress toward standards mastery. The district moved away from this system to create district benchmarks and implemented the Interim Assessment Blocks ( IABs).</p>	<p>5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$60,000</p>	<p>This is a free to school as part of the smarter balanced resources. There is no cost to the district for these. - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$0</p>

**Action 7**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p>	<p>1000-1999 Certificated Salaries - Federal Revenues - Title I: \$440,000 3000-3999 Employee Benefits - Federal</p>	<p>1000-1999 Certificated Salaries - Federal Revenues - Title I: \$555,617 3000-3999 Employee Benefits - Federal</p>

<p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Employ 6 FTE instructional coaches for ELA/ELD and math to support implementation of the CCSS.</p>	<p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>There were three ELA/ELD and one math instructional coaches employed to support teachers with the implementation of the CCSS. Two instructional coaching positions remained vacant and did not get filled during the 2017-2018 school year.</p>	<p>Revenues - Title I: \$110,000</p>	<p>Revenues - Title I: \$218,647</p>
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**Action 8**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Conduct weekly walk-throughs at program improvement schools and collect data on effective implementation of instructional strategies designed to help all students master CA state standards.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Principals conducted routine walkthroughs using the Digi-Coach tool to provide explicit feedback to teachers for improvement in the implementation of instructional strategies that assist all students. This action was done alone and in groups.</p>	<p>5000-5999 Services and Other Operating Expenses - Federal Revenues - Title II: \$30,000</p>	<p>5000-5999 Services and Other Operating Expenses - Federal Revenues - Title II: \$42,763</p>

**Action 9**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>Provide adequate services and programs to students with disabilities.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>For the 17.18 school year, there was a concentrated effort to provide our students with disabilities access to adequate services. A new Executive Director was hired in April 2018 to support the department in reviewing all programs and resources for our special education students.</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$17,900,000</p>	

**Action 10**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Continue to employ 2 instructional coaches to support integration of 21st Century skills and technology into the core curriculum.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>These positions were not filled due to our fiscal limitations for the 2017.18. If funding allows in the future these positions may be revisited.</p>	<p>1000-1999 Certificated Salaries - Federal Revenues - Title II: \$175,000</p> <p>3000-3999 Employee Benefits - Federal Revenues - Title II: \$45,000</p>	<p>No additional instructional coaches outside of the 7.8 FTE were hired.: \$0</p> <p>No additional instructional coaches outside of the 7.8 FTE were hired.: \$0</p>

**Action 11**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Conduct instructional Rounds at all sites that focus on improving instructional practices based on student need.</p>	<p>Instructional Rounds were conducted by each school site's Leadership Team assisted by the Educational Services Department during monthly Instructional Principals Meetings and in collaboration with Innovate ED cluster teams.</p>	<p>To fund up to 5 subs on up to 4 days for each of the 19 schools. - 1000-1999 Certificated Salaries - Federal Revenues - Title II: \$45,600</p> <p>3000-3999 Employee Benefits - Federal Revenues - Title II: \$11,400</p>	<p>01.0 40350.0 11100 10000 1160 7370000: \$0</p> <p>01.0 40350.0 11100 10000 1160 7370000: \$0</p>

**Action 12**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide Professional Development and coaching to new teachers to help them fully implement Universal Screening Tools and Intervention programs.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>There were several group opportunities and one on one trainings held in 17. 18 to support both teachers and administrators in using our identified universal screening tools. Some of these learning opportunities were provided by our instructional coaches and our Assessment TOSA. (Teacher on Special Assignment)</p>	<p>5000-5999 Services and Other Operating Expenses - Federal Revenues - Title II: \$10,000</p>	<p>5000-5999 Services and Other Operating Expenses - Federal Revenues - Title II: \$10,964</p>

**Action 13**

Planned Actual Budgeted Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Foster Youth</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Students in Foster care will remain in their school of origin. The CWA department will continue to collaborate with county, state and/or local child welfare agencies to implement the written procedures governing transportation of foster care children to schools of origin. When in their best interest, transportation will be provided, arranged and funded for the duration of time in foster care.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Foster Youth</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>CWA collaborates closely with county, state and local agencies to coordinate transportation for foster youth when needed.</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$20,000</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$5,126</p>

**Action 14**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools:</p> <p>Employ 5 FTE Intervention Teachers at sites with high unduplicated student populations to implement multi-tiered systems of support for targeted students.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p> <p>due to funding limitations this fiscal school year, this action was not implemented for the 2017.18</p>	<p>1000-1999 Certificated Salaries - LCFF: \$440,000</p> <p>3000-3999 Employee Benefits - LCFF: \$110,000</p>	<p>No additional intervention teachers were hired: \$0</p> <p>No additional intervention teachers were hired: \$0</p>

**Action 15**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>2000-2999 Classified Salaries - Federal Revenues - Title I: \$50,000</p> <p>3000-3999 Employee Benefits - Federal Revenues - Title I: \$20,000</p>	<p>2000-2999 Classified Salaries - Federal Revenues - Title I: \$36,968</p> <p>3000-3999 Employee Benefits - Federal Revenues - Title I: \$30,985</p>



Continue to employ 1 FTE liaison homeless/foster youth to assist families with transportation, schools supplies, uniforms, and community resources (Title I).	This position continued for the 17.18 school year and will continue in future as long as budget allows.		
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**Action 16**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Continue to employ 8 FTE to implement current and relevant technology and technology infrastructure to support 21st Century learning and skills.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>There are currently only 5 computer support techs employed for 2017.18 to support our schools.</p>	<p>2000-2999 Classified Salaries - LCFF: \$320,000</p> <p>3000-3999 Employee Benefits - LCFF: \$80,000</p>	<p>2000-2999 Classified Salaries - LCFF: \$199,234</p> <p>3000-3999 Employee Benefits - LCFF: \$127,558</p>

**Action 17**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: Elementary and K-8 schools</p> <p>Continue to employ additional 8 FTE IT support data clerks at sites with high unduplicated student counts to enhance access to technology for students. Lower class sizes will increase staffing and technology demands at targeted sites. This increases the workload for technology staff and increases the need for additional staff.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: Elementary and K-8 schools</p> <p>There 4 senior data techs at the district office to support the elementary and k-8 schools and 4 at the middle and high schools for the 17.18 school year.</p>	<p>2000-2999 Classified Salaries - LCFF: \$320,000</p> <p>3000-3999 Employee Benefits - LCFF: \$80,000</p>	<p>2000-2999 Classified Salaries - LCFF: \$193,256</p> <p>3000-3999 Employee Benefits - LCFF: \$109,851</p>

**Action 18**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide new school site administration with training and coaching on instructional leadership, implementing the Common Core State Standards, supporting rigor in the classroom, Instructional Rounds, and creating engaging learning environments.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p>	<p>5000-5999 Services and Other Operating Expenses - Federal Revenues - Title II: \$200,000</p>	<p>01.0 40350.0 11100 21000 5850 7370000 - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title II: \$215,433</p>
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**Action 19**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Implement effective Professional Learning Communities during collaboration time at all schools. Focus on a culture of collaboration, data-driven decision making, and a focus on student learning. Create common formative assessments and interventions. Create a common PLC form to document PLC goals, action steps, and student monitoring of academic progress, specifically for English language learners and students with disabilities.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The implementation of this action is in developmental stages for 17.18 but will move forward for 18.19 as it is also part of our district's strategic plan.</p>	<p>No additional costs.: \$0</p>	

**Action 20**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: All K-8 schools</p> <p>Provide 2 FTE rotating Physical Education</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: all k-8 schools</p> <p>This action was not implemented for 17.18</p>	<p>1000-1999 Certificated Salaries - LCFF: \$350,000 (repeated expenditure) 3000-3999 Employee Benefits - LCFF: \$150,000</p>	<p>: \$0 : \$0</p>

teachers and support classified staff (2 FTE) to support collaboration and planning at all elementary schools.	due IUSD's financial condition but may be considered in future years.		
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**Action 21**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: Specific Grade Spans: K-8 Schools</p> <p>Explore additional opportunities to support elementary teacher preparation and to increase exposure to music and VAPA.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: Specific Grade Spans: K-8</p> <p>We have finalized an Arts Plan. We have increased our partnerships with PS Arts and Turnaround Arts programs. VAPA will be addressed in our Strategic plan as well.</p>	No additional costs.: \$0	

**Action 22**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Explore current assets and new dual immersion opportunities to expand current programs in additional schools in addition to Parent and Worthington Elementary Schools.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Parent and Worthington are the only sites with Dual Immersion Programs no other sites were explored for 2017.18</p>	No additional costs.: \$0	

**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.

Due to our current fiscal status many of the actions and services in this goal were not fully met. Several of the additional positions to support instruction could not be funded.

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

What was completed in this goal that affected the entire district was the professional development provided systematically by grade level around common core standards, assessments and adopted materials. AVID also continued in the middle and high schools but we also had an elementary school certified this year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As a result of various material misstatements in the districts 2016-17 Adopted Budget and 2016-17 First and Second Interim Financial reports, plans were not developed by the district during the 2016-17 school year to address the deficit spending that is now projected for 2017-18 and beyond. On June 15, 2017, upon arrival of the districts new Chief Business Official and as a result of significant errors and misstatements that were then identified, the district withdrew the 2016-17 End of Year Financial Projection (Third Interim Report) which were submitted by the district to the Los Angeles County Office of Education (LACOE) around May 31, 2017.

The 2017-18 fiscal year revised budget was developed using staffing levels and operational costs that were in place as of June 15, 2017 and information known at that time. As such, the 2017-18 revised budget reflected an unsustainable level of deficit spending that needed to be addressed immediately with both actions and plans that were measurable and achievable.

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.

**Goal 2 is now Increase student success in mastering the Common Core State Standards (CCSS) in all content areas, ensure all students are college and/or career ready and attest all English Learners will make adequate yearly progress in attaining English Language Proficiency.**

**Many of the actions and services from the former goals 2a and 2b were reviewed, edited and in some cases removed to fit within our fiscal plan for 2018.19**

## Goal 7

**GOAL 2b:** All English language Learners (ELL) will make adequate yearly progress in attaining English language proficiency.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access  
Local Priorities:

### Annual Measurable Outcomes

	Expected	Actual
<b>CELDT &amp; ELPAC Results</b>	<p><b>2017-18</b> By June 2018 the percent of English language learners attaining English Proficient on the California English Language Development Test will increase by 5%.</p>	<p>Due to the change in CELDT and ELPAC test administration fall annual administration of CELDT did not occur for all English Language Learners making it difficult to measure annual CELDT progress.</p>
<b>Long Term English Learners CELDT &amp; ELPAC</b>	<p><b>2017-18</b> By June 2018 the percent of Long Term English language learners attaining English Proficient on the California English Language Development Test will increase by 5%.</p>	<p>64% of Long Term English Language Learners increased from Intermediate to Early Advanced and Advanced based on the CELDT Retest in 2017. 36% of the Long Term English Language Learners remained at Intermediate based on the CELDT Retest in 2017.</p>
<b>Graduation Rate California School Dashboard</b>	<p><b>2017-18</b> By June 2018 the graduation rate of English Language learners will increase by 5% as measured by the California School Dashboard.</p>	<p>The graduation rate of English language learners increased significantly by 5.1% as measured by the California School Dashboard for Inglewood Unified.</p>
<b>Reclassification Rate CELDT &amp; ELPAC LEA Criteria</b>	<p><b>2017-18</b> By June 2018 the percentage of English language learners reclassified will increase by 5%.</p>	<p>The percentage of English language learners (ELs) being reclassified did not increase nor decrease in the 2017-2018 school year. It remained at 8%. There is still a window until May 30, 2018 to reclassify additional ELs who needed to meet the lexile criteria.</p>

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The LEA will provide additional English Language Development support via extended day intervention programs for struggling English language learners. Program use will be monitored by site and district administration.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Inglewood Unified provided additional programs to support English Language Development (ELD) via Imagine Learning Software and other intervention programs supported by the district.</p>	<p>Program costs - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title III: \$250,000</p> <p>1000-1999 Certificated Salaries - Federal Revenues - Title III: \$40,000</p> <p>3000-3999 Employee Benefits - Federal Revenues - Title III: \$10,000</p>	<p>'01.0-42030.0-47600-10000-4340-7270000-17-18 - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title III: \$214,950</p> <p>Instructional Aide I - 1000-1999 Certificated Salaries - Federal Revenues - Title III: \$28,539</p> <p>3000-3999 Employee Benefits - Federal Revenues - Title III: \$9,938</p>

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Monitor academic progress and program placement of EL and RFEP students at the district, site, and teacher levels.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Fully implemented: In the 2017-2018 school year ELLEVATION training occurred for all IUSD site administration to support schools with the implementation of the online academic progress monitoring tool. A hard copy of the monitoring tool was implemented in the Spring of 2018 and the online tool will be utilized three times per year at the elementary and secondary level in the 2018-2019 school year</p>	<p>No additional costs.: \$0</p>	

### Action 3

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Teachers will create/revise lessons aligned to the ELA/ELD State Standards, and provide integrated ELD and designated ELD to EL students.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Fully implemented: All teachers utilized the adopted ELA/ELD curriculum in addition to supplemental resources to augment the delivery of integrated and designated ELD.</p>	No additional costs.: \$0	

#### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: Middle and High School</p> <p>The LEA will offer additional Spanish courses for Spanish speakers at high schools and middle schools to assist targeted students in attaining the Seal of Bi-literacy.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: Middle and High Schools</p> <p>Partially implemented: There were additional Spanish courses for Spanish speakers offered at all comprehensive high schools and one middle school. This year there were over 20 Seals of Biliteracy Awarded.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$400,000</p> <p>3000-3999 Employee Benefits - LCFF: \$80,000</p>	<p>PROG AIDE II BIL COMM/PROG. AIDE III/CLERK/BIL PROG.AIDE II/BIL. CLER. - 1000-1999 Certificated Salaries - LCFF: \$299,899</p> <p>3000-3999 Employee Benefits - LCFF: \$236,861</p>

#### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Specific Student Group(s): English Learners</p> <p>Location: All Schools</p> <p>All EL students will be assessed for English language proficiency using the State-recommended assessment (CELDT/ELPAC) and district benchmark assessments, and will be properly placed</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Specific Student Group(s): English learners</p> <p>Location: All Schools</p> <p>Fully implemented: All EL students were assessed for English language proficiency using the CELDT for initials and ELPAC Summative for annual base setting of proficiency.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$40,000</p> <p>3000-3999 Employee Benefits - LCFF: \$10,000</p>	<p>INSTRUCT AIDE III - 1000-1999 Certificated Salaries - LCFF: \$34,119</p> <p>3000-3999 Employee Benefits - LCFF: \$23,220</p>

in a program based on student needs.			
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**Action 6**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Provide ongoing coaching/professional development to teachers regarding integrated and designated ELD.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Fully implemented: All teachers in grades K-12th were provided ongoing professional development regarding designated and integrated ELD</p>	<p>Found in Goal 2a. - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$353,600 (repeated expenditure)</p> <p>3000-3999 Employee Benefits - Federal Revenues - Title I: \$88,400 (repeated expenditure)</p>	<p>01.0 30100.0 11100 10000 1170 - Multiple Locations - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$297,951 @ 22% - 3000-3999 Employee Benefits - Federal Revenues - Title I: \$65,549</p>

**Action 7**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Administration will monitor implementation of strategies that support English language learners to access content and develop language and academic language in every classroom through classroom observations, lesson plan review, or PLC discussions.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Fully implemented: Site and district administration monitored the implementation strategies that support English language learners via site and classroom walkthroughs reviewing lesson plan delivery, the use of academic language by students, and provided feedback to principals and teachers</p>	<p>No additional costs.: \$0</p>	

**Action 8**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>Provide substitute teacher support to train teachers on the EL assessment (CELDT or ELPAC) and also support administration of the assessment.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service:</p> <p>Location: All Schools</p> <p>Fully implemented: All TK-12th grade sites were provided substitute teachers support to train classroom teachers and classified staff on the administration of the ELPAC.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$30,000 3000-3999 Employee Benefits - LCFF: \$9,000</p>	<p>INSTRUCT AIDE I - 1000-1999 Certificated Salaries - LCFF: \$29,749 3000-3999 Employee Benefits - LCFF: \$24,530</p>
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**Action 9**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Hire two EL classified program technicians in order to meet with students and review progress before and after reclassification.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Not implemented: No English Language Learner program technicians were hired to meet with students and review progress after reclassification.</p>	<p>2000-2999 Classified Salaries - Federal Revenues - Title III: \$100,000 3000-3999 Employee Benefits - Federal Revenues - Title III: \$30,000</p>	<p>: \$0 : \$0</p>

**Action 10**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Use a monitoring system to assist</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service:</p> <p>Location: All Schools</p> <p>Fully implemented:</p>	<p>Ellevation software and training - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title III: \$40,000</p>	<p>'01.0-40350.0-11100-10000-5221-7370000-17-18 - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title III: \$35,700</p>

with identification, placement, and monitoring of English Learners progress.

All site administrators were trained to utilize ELLEVATION a monitoring system to assist with identification, placement, and monitoring of English Language Learners.

## Analysis

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

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

There was a stronger focus on serving out English Learners, through focused Professional learning on designated and integrated ELD as well as provided a monitoring tool to follow the progress of our English Learners toward reclassification and after.

Overall, for the most part most of this goal was implemented for the school year 2017.18

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

Through the professional learning opportunities for all staff and working with parents of our English Learners, we feel confident that this goal is moving toward being more effective as we refined the delivery of ELD for all ELs.

Our reclassification process was in transition as we move from CELDT to ELPAC, but we included multiple measures into the criteria which solidified our reclassification numbers.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As a result of various material misstatements in the districts 2016-17 Adopted Budget and 2016-17 First and Second Interim Financial reports, plans were not developed by the district during the 2016-17 school year to address the deficit spending that is now projected for 2017-18 and beyond. On June 15, 2017, upon arrival of the districts new Chief Business Official and as a result of significant errors and misstatements that were then identified, the district withdrew the 2016-17 End of Year Financial Projection (Third Interim Report) which were submitted by the district to the Los Angeles County Office of Education (LACOE) around May 31, 2017.

The 2017-18 fiscal year revised budget was developed using staffing levels and operational costs that were in place as of June 15, 2017 and information known at that time. As such, the 2017-18 revised budget reflected an unsustainable level of deficit spending that needed to be addressed immediately with both actions and plans that were measurable and achievable.

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

The changes made to this goal included being merged into one goal, now **Goal 2 Increase student success in mastering the Common Core Standards in all content areas, ensure all students are college and/or career ready and attest all English Learners will make adequate yearly progress in attaining English Language Proficiency.**

Some of the actions and services were revisited to reflect current status if changes in testing and fiscal matters.

**GOAL 3: PROMOTE POSITIVE SCHOOL CLIMATES AND INCREASE STUDENT and FAMILY ENGAGEMENT**

**Goal 8**

Stakeholders, including parents and students, will be engaged in supporting student learning.

This includes increasing parent involvement in school decision-making, and increasing student engagement with regards to attendance and maintaining a safe, positive school climates.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 5. Pupil engagement; 6. School climate

Local Priorities:

**Annual Measurable Outcomes**

Expected

Actual

## 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.

Goal 3 was also an overarching goal to the other Goals 3a,3b, and 3c. For the 18.19 year and beyond there will be one goal 3 that centers around engagement.

**Goal 3 now reads: Create a safe and welcoming learning environments where students and families are engaged and connected to their schools in order to support and increase student success.**

**Many of these actions and services were not fully funded due to our current fiscal status.**

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

This goal had no measurable outcomes, actions and services to measure.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As a result of various material misstatements in the districts 2016-17 Adopted Budget and 2016-17 First and Second Interim Financial reports, plans were not developed by the district during the 2016-17 school year to address the deficit spending that is now projected for 2017-18 and beyond. On June 15, 2017, upon arrival of the districts new Chief Business Official and as a result of significant errors and misstatements that were then identified, the district withdrew the 2016-17 End of Year Financial Projection (Third Interim Report) which were submitted by the district to the Los Angeles County Office of Education (LACOE) around May 31, 2017.

The 2017-18 fiscal year revised budget was developed using staffing levels and operational costs that were in place as of June 15, 2017 and information known at that time. As such, the 2017-18 revised budget reflected an unsustainable level of deficit spending that needed to be addressed immediately with both actions and plans that were measurable and achievable.

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.

Through the work of the LCAP stakeholder committee, Goals 3, 3a,3b, and 3c will not be goal 3 that focuses on student and family engagement and resources to support our unduplicated pupil groups.

**Goal 3 now reads: Create a safe and welcoming learning environments where students and families are engaged and connected to their schools in order to support and increase student success.**

**Many of these actions and services were not fully funded due to our current fiscal status.**

## Goal 9

**GOAL 3a:** Engage families and the community to support students' success in school.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement  
Local Priorities:

### Annual Measurable Outcomes

	Expected	Actual
<b>Parent Needs Assessment Survey Results</b>	<p><b>2017-18</b> By June 2018, parent involvement in school activities will increase by 5% as measured by parent sign-in logs and parent surveys.</p>	<p>Parent involvement has increase by 5% as measured by site parent surveys and participation in school activities.</p>
<b>Community Survey Results</b>	<p><b>2017-18</b> By June 2018 parent and staff school climate and connectedness survey results will indicate that parent and staff connectedness to their school increased by 3%.</p>	<p>We had over 1/3 of our parents participated in our LCAP parent survey as measured by completing them on our google survey and hardcopies. This exceeded our 3% increase.</p>
<b>School Site Council Minutes</b>	<p><b>2017-18</b> By June 2018, all schools will have School Site councils with proper membership and parent representation as measured by SSC minutes.</p>	<p>All schools have proper SSC membership and parent representation for the 2017/18 school year. This data is available in the state and federal projects office.</p>
<b>Student Needs Assessment Survey Results</b>	<p><b>2017-18</b> By June 2018, student school climate and connectedness survey results will show that the percentage of students feeling connected and safe at school increased by 3%.</p>	<p>Our students indicated a sense of connectedness as measured by our student LCAP survey that was completed both online and hard copy.</p>

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>3a. 1 Provide parent educational workshops which include parent/student information portal to help develop a positive school climate and home-school connections. Include strategic locations and explore transportation opportunities for parents.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Parents were provided several educational workshop opportunities at the district parent workshop room and at school school sites. We plan to expand workshop opportunities outside Inglewood to include travel for the parents</p>	<p>5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$55,000</p>	<p>01.0 30100.0 11100 10000 5220 2105000 - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$4,220</p>

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools:</p> <p>3a. 2 Continue to employ 7 FTE community liaisons to provide support and parent outreach to targeted students. (add two FTEs for a total of 7)</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools:</p> <p>These positions continued at some sites while others were not filled or eliminated due to fiscal limitations.</p>	<p>2000-2999 Classified Salaries - LCFF: \$110,000 3000-3999 Employee Benefits - LCFF: \$80,000</p>	

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p>	<p>5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$20,000</p>	

<p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>3a. 3 Provide basic computer skills training to targeted parents to help them communicate with schools and support student learning.</p>	<p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>This action was not fully implemented at all schools because the consultant that was originally slotted for this was unavailable.</p>		
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**Action 4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>3a. 4 Employ 1 FTE to provide additional communication and outreach to targeted families, such as foster, English language learners, homeless, and low income families) regarding student progress, school events, job fairs, university partnerships, and attendance.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Due to fiscal limitations this position was not filled for the 17.18 school year. It may be considered in future years or by other funding/grants if possible.</p>	<p>2000-2999 Classified Salaries - LCFF: \$110,000</p> <p>3000-3999 Employee Benefits - LCFF: \$20,000</p>	

**Action 5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>3a. 5 Provide PD to staff, as needed, regarding how to create a welcoming school and district environment for parents and community. Administration will monitor staff to ensure that a welcoming school and district environment is created for parents and community.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Several learning opportunities took place this year to work on a welcoming environments. These PDs were provided to all levels of staff in Inglewood Unified.</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$10,000</p>	

## Analysis

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

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

Overall these actions and services were met but not fully funded. Despite the lack of funding, the district made strong and successful efforts to reach out to the community to increase participation.

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

We were able to continue to provide support for our parents by offering many workshops and trainers to expand their ability to support the students in their academic and socio emotional development.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As a result of various material misstatements in the districts 2016-17 Adopted Budget and 2016-17 First and Second Interim Financial reports, plans were not developed by the district during the 2016-17 school year to address the deficit spending that is now projected for 2017-18 and beyond. On June 15, 2017, upon arrival of the districts new Chief Business Official and as a result of significant errors and misstatements that were then identified, the district withdrew the 2016-17 End of Year Financial Projection (Third Interim Report) which were submitted by the district to the Los Angeles County Office of Education (LACOE) around May 31, 2017.

The 2017-18 fiscal year revised budget was developed using staffing levels and operational costs that were in place as of June 15, 2017 and information known at that time. As such, the 2017-18 revised budget reflected an unsustainable level of deficit spending that needed to be addressed immediately with both actions and plans that were measurable and achievable.

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.

**Goal 3 now reads: Create a safe and welcoming learning environments where students and families are engaged and connected to their schools in order to support and increase student success.**

**Many of these actions and services were not fully funded due to our current fiscal status.**



**Goal 10****GOAL 3b:** Increase student engagement in school.

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement  
Local Priorities:**Annual Measurable Outcomes**

Expected		Actual
<b>Aeries Attendance Data</b>	<b>2017-18</b> By June 2018, student daily attendance will be 96% or higher as measured by attendance data.	As of the end of April 2018, student daily attendance across the district is at 96.3% as measured in Aeries.
<b>Chronic Absenteeism CA School Dashboard</b>	<b>2017-18</b> By June 2018 the chronic absenteeism rate will decrease by 1% as measured by attendance data.	There was no change in the chronic absenteeism rate as of the end of April 2018. The chronic absenteeism rate was 11%
<b>Attendance Data- Truancy</b>	<b>2017-18</b> By June 2018, the chronic truancy rate will drop by 2% as measured by attendance data.	This information is baseline data on our new dashboard and does not provide comparison data
<b>High School Attendance Data</b>	<b>2017-18</b> By June 2018, High School attendance rates will increase by 1% as measured by attendance data.	As of May 11, Inglewood High School attendance rate is 95%, Morningside High School attendance rate is 95% and City Honors attendance rate is 97%.
<b>Graduation Rate Data</b>	<b>2017-18</b> By June 2018, the average of our 3 comprehensive high schools' graduation rates will increase by 1% as measured by graduation rate data.	Graduation rate data for the class of 2018 will not be available until end of June.
<b>High School Dropout Data</b>	<b>2017-18</b> By June 2018, the High School dropout rate will decline by 1% as measured by dropout data.	High School dropout rate will not be available for the class of 2018 until the end of June.
<b>Middle School Dropout Data</b>	<b>2017-18</b> By June 2018, the Middle School dropout rate will be maintained or decline as measured by dropout data.	High School dropout rate will not be available for the class of 2018 until the end of June.

<b>Teacher Attendance Data</b>	<b>2017-18</b> By June 2018, Teacher attendance will increase by 2% as measured by teacher attendance logs.	There is no measurable change to indicate increase for 201.18
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## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>3b.1 Provide student interventions and parent/student outreach and support to increase student attendance. Have two enrollment fairs per year to increase enrollment efforts.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Student Intervention and parent/student outreach did not occur for the 2017-2018 school year. No cost were incurred for this action and service.</p>	<p>2000-2999 Classified Salaries - LCFF: \$60,000</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$130,000</p> <p>3000-3999 Employee Benefits - LCFF: \$20,000</p>	<p>: \$0</p> <p>: \$0</p> <p>: \$0</p>

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>3b. 2 Provide system to effectively monitor teachers and staff attendance and provide interventions to increase teacher attendance.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The HR department has increase its monitoring of absences for all staff by implementing a wide use of the sub reporting system to include other staff members reporting on this system .</p>	<p>Aesop - 5000-5999 Services and Other Operating Expenses - LCFF: \$20,000</p>	<p>frontlineeducation.com : '01.0-00000.0-00000-74000-5890-7180000-17-18 - 5000-5999 Services and Other Operating Expenses - LCFF: \$9,935</p>

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p>	<p>1000-1999 Certificated Salaries - LCFF: \$70,000</p> <p>3000-3999 Employee Benefits - LCFF:</p>	<p>'01.0-01720.0-11100-10000-4340-7213000-17-18 - 4000-4999 Books and Supplies - LCFF: \$85,125</p> <p>Not actual staff, but equipment was purchased to facilitate goal.: \$0</p>

Students to be Served: English Learners, Foster Youth, Low Income	Students to be Served: English Learners, Foster Youth, Low Income	\$22,000	
Scope of Service: LEA-wide	Scope of Service: LEA-wide		
Location: All Schools	Location: All Schools		
3b. 3 Continue to provide attendance and credit recovery and intervention programs to targeted unduplicated pupils to increase graduation rate at LEA high schools.	The District has implemented the APEX credit recovery online system to assist students including our unduplicated pupils in meeting the graduation requirements.		

#### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>3b. 4 Continue to provide a parent/student outreach and enrollment center to increase enrollment services for targeted families of UDPs, principally directed to Foster Youth and Homeless students.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>A series of door knocking campaigns targeting various elementary schools took place throughout the year in an effort to inform community residents about school programs and increase enrollment.</p>	<p>2000-2999 Classified Salaries - LCFF: \$110,000</p> <p>3000-3999 Employee Benefits - LCFF: \$20,000</p>	<p>ADM SEC'Y - PUBLIC INFO 01.0 00000.0 00000</p> <p>71000 2410 7030000 - 2000-2999 Classified Salaries - LCFF: \$62,137</p> <p>3000-3999 Employee Benefits - LCFF: \$24,956</p>

#### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p>	<p>2000-2999 Classified Salaries - LCFF: \$200,000</p> <p>3000-3999 Employee Benefits - LCFF: \$55,000</p>	<p>01.0 00000.0 00000 31400</p> <p>1210 7340000 - 1000-1999 Certificated Salaries - LCFF: \$154,008</p> <p>3000-3999 Employee</p>

Location: All Schools  3b. 5 Employ 2.5 FTE district nurses to provide required health screenings.	Location: All Schools  District nurses were employed and have completed vision and auditory health exams		Benefits - LCFF: \$53,098
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**Action 6**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>3b. 6 Employ additional .5 FTE nursing and 10 FTE health staff at schools with high unduplicated pupil populations to support student health needs.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>District LVNs provide daily health services to students requiring attention.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$30,500</p> <p>2000-2999 Classified Salaries - LCFF: \$330,000</p> <p>3000-3999 Employee Benefits - LCFF: \$120,000</p>	<p>: \$0</p> <p>01.0 00000.0 00000 31400</p> <p>2210 7340000 - 2000-2999 Classified Salaries - LCFF: \$271,013</p> <p>3000-3999 Employee Benefits - LCFF: \$119,379</p>

**Action 7**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>3b. 7 Provide ongoing training to teachers and administrators on Unconscious Bias Training to help promote a welcoming and engaging learning environment for students.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Centinela Youth Services provided 6 full day Unconscious Bias Training and Restorative Practice training to a cohort of 30 IUSD teachers from different schools to improve staff/student relationships and a positive school culture</p>	<p>1000-1999 Certificated Salaries - Federal Revenues - Title II: \$24,000</p> <p>3000-3999 Employee Benefits - Federal Revenues - Title II: \$6,000</p>	<p>01.0 40350.0 11100 10000</p> <p>1170 7370000 - 1000-1999 Certificated Salaries - Federal Revenues - Title II: \$10,000</p> <p>@ 22% - 3000-3999 Employee Benefits - Federal Revenues - Title II: \$2,200</p>

**Action 8**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>3b. 8 Continue to provide training to teachers on creating positive 21st Century learning environments for students.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>This action took place in goal two as part of PD and was not address in this goal.</p>	<p>1000-1999 Certificated Salaries - Federal Revenues - Title II: \$4,000</p> <p>3000-3999 Employee Benefits - Federal Revenues - Title II: \$1,000</p>	<p>01.0 40350.0 11100 10000 1170 7371000 - 1000-1999 Certificated Salaries - Federal Revenues - Title II: \$450 @ 22% - 3000-3999 Employee Benefits - Federal Revenues - Title II: \$99</p>

### Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>3b. 9 Employ 5 FTE Psychologists to work with students with disabilities as needed.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>This action was continued for the year 17.18 as a resource to support our students with special needs and as well as students and families requiring socio-emotional support.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$400,000</p> <p>3000-3999 Employee Benefits - LCFF: \$110,000</p>	<p>01.0 65000.0 50010 31200 1210 7250000 - 1000-1999 Certificated Salaries - LCFF: \$1,138,487</p> <p>3000-3999 Employee Benefits - LCFF: \$429,804</p>

### Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>3b. 10 Employ an additional 6 FTE Psychologists to provide additional psychological and mental health services to foster youths and students from low income families.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>This action continued for the 17.18 school year as planned.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$480,000</p> <p>3000-3999 Employee Benefits - LCFF: \$126,000</p>	<p>included in prior goal: \$0</p> <p>included in prior goal: \$0</p>

**Action 11**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>3b.11 Increase staff capacity to engage 100 percent of your student population. Provide additional trainings in the areas of trauma informed learning.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>PBIS training through LACOE has been provided throughout the year to all PBIS school teams to help schools strengthen student relationship and provide a positive learning environment to engage students.</p>	<p>Trauma Informed Learning - 5000-5999 Services and Other Operating Expenses - Teacher Effectiveness: \$50,000 (repeated expenditure)</p>	<p>01.0 62640.0 11100 10000 5221 7372000 - 5000-5999 Services and Other Operating Expenses - Teacher Effectiveness: \$65,000</p>

**Action 12**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>3b. 12 Provide additional training for counselors to increase student engagement at schools and to understand their role in the Multitiered systems of support at the sites; to increase their expertise in SART and SARB attendance strategies.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Monthly counselor professional development addressed topics such as academic monitoring, PBIS support, A-G academic pathways, restorative</p>	<p>1000-1999 Certificated Salaries - Teacher Effectiveness: \$15,000 (repeated expenditure) 3000-3999 Employee Benefits - Teacher Effectiveness: \$4,500</p>	<p>01.0 62640.0 11100 10000 1170 7372000 - 1000-1999 Certificated Salaries - Teacher Effectiveness: \$2,000 @ 22% - 3000-3999 Employee Benefits - Teacher Effectiveness: \$440</p>

	discipline, SART protocols and attendance monitoring, supporting foster youth and homeless youth.		
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**Action 13**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>3b. 13 Explore measurements that will provide more accurate information on student engagement that can be given annually for students in grades 5 through 12.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The California Healthy Kids survey is currently being administered to measure school culture, climate, social emotional well being and student engagement.</p>	No additional costs.: \$0	

**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.

**Implementation of processes and protocols to monitor student suspensions, attendance and social emotional well being has improved. Administrators and counselors have received targeted training to improve implementation of actions and services outlined in goal 3 of our LCAP. Attendance rates remain at 95% or higher and suspension rates have declined by 3% from last school year. Support for foster youth, homeless youth and probation youth need further support in implementing daily academic and social-emotional monitoring. High student social emotional needs, however, continue to justify the need for continued professional development around understanding trauma.**

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



**Overall, we have made progress achieving the actions/services to achieve goal 3 of the LCAP. We have been most effective improving student culture and discipline as evidenced by greater fidelity to PBIS practices across school sites. Though chronic absenteeism has remained stable, we must continue to sharpen practices that provide timely interventions for students with high absentee rates.**

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Student Intervention and parent/student outreach did not occur for the 2017-2018 school year. No cost were incurred for this action and service.

As a result of various material misstatements in the districts 2016-17 Adopted Budget and 2016-17 First and Second Interim Financial reports, plans were not developed by the district during the 2016-17 school year to address the deficit spending that is now projected for 2017-18 and beyond. On June 15, 2017, upon arrival of the districts new Chief Business Official and as a result of significant errors and misstatements that were then identified, the district withdrew the 2016-17 End of Year Financial Projection (Third Interim Report) which were submitted by the district to the Los Angeles County Office of Education (LACOE) around May 31, 2017.

The 2017-18 fiscal year revised budget was developed using staffing levels and operational costs that were in place as of June 15, 2017 and information known at that time. As such, the 2017-18 revised budget reflected an unsustainable level of deficit spending that needed to be addressed immediately with both actions and plans that were measurable and achievable.

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.

**Goal 3 now reads: Create a safe and welcoming learning environments where students and families are engaged and connected to their schools in order to support and increase student success.**

**Many of these actions and services were not fully funded due to our current fiscal status.**

**Goal 11****GOAL 3c:** Create safe and welcoming learning environments where students and families feel connected to their schools.

State and/or Local Priorities Addressed by this goal:

State Priorities: 6. School climate  
Local Priorities:**Annual Measurable Outcomes**

	Expected	Actual
<b>Suspension Rates Data</b>	<b>2017-18</b> By June 2018, pupil suspension rates will decline by 1% as measured by suspension data.	Per district suspension data for 2017-2018, pupil suspension rates declined by 2%.
<b>Expulsion Rates Data</b>	<b>2017-18</b> By June 2018, pupil expulsion rates will remain at or below 0.05% as measured by expulsion data.	There were no student expulsions for 2017-2018.
<b>Student Needs Assessment Survey Results</b>	<b>2017-18</b> By June 2018, students stating that they feel safe at school will increase by 2% as measured by student survey data.	Per the LCAP Student Survey, 25% of students stated that they feel safe at school.
<b>Parent Survey Data</b>	<b>2017-18</b> By June 2018 parents believing that their school maintains a positive school climate as evidenced by student safety, school connectedness, and reduced suspensions and expulsions will increase by 5%.	Per the Parent LCAP Survey, 10% of parents across the district believe that their child's school maintains a positive school climate as evidenced by student safety, school connectedness and reduced suspensions.
<b>Teacher Survey Data</b>	<b>2017-18</b> By June 2018, teachers believing that their school maintains a positive school climate as evidenced by student safety, school connectedness, and reduced suspensions and expulsions will increase by 5%.	Per the LCAP Teacher Survey, 10% of teachers believed their schools maintain a positive school climate as evidenced by student safety, school connectedness and reduced suspensions.

**Staff Meeting Agendas and Sign-ins**

**2017-18**

By June 2018, new staff will be trained in safety plans and safety supplies will be replenished as needed as measured by staff meeting agendas, sign-in sheets and purchase orders.

There was a district effort to update all school site safety plans that included training for all staff. All schools were supplied with new emergency backpacks for each classroom.

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Bennett_Kew Centinela Crozier Highland Hudnall Inglewood High Kelso Monroe Morningside Oak Payne W. Lane Woodworth Worthington</p> <p>3c. 1 Employ school security and police officers at school sites with high unduplicated student populations. Schools in higher crime areas require security and police support. Lower class sizes results in more areas needing security at targeted sites.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: same schools listed as planned actions.</p> <p>We continued to employ security and police officers to ensure the safety of our students, especially schools with higher incident of safety needs,</p>	<p>2000-2999 Classified Salaries - LCFF: \$1,600,000</p> <p>3000-3999 Employee Benefits - LCFF: \$400,000</p>	<p>01.0 01720.0 00000 83000 2XXX 7140000 - 2000-2999 Classified Salaries - LCFF: \$1,397,651 3000-3999 Employee Benefits - LCFF: \$737,963</p>

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>3c. 2 Provide health screenings and fitness evaluations to all students as required.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>District nurses provide vision and hearing assessments to all students as required</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$18,500</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$20,000</p>

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p>	<p>1000-1999 Certificated Salaries - LCFF: \$600,000</p> <p>3000-3999 Employee Benefits - LCFF: \$127,500</p>	<p>1000-1999 Certificated Salaries - LCFF: \$1,031,934</p> <p>3000-3999 Employee</p>

<p>Students to be Served: All</p> <p>Location: Specific Grade Spans: High Schools/ middle schools</p> <p>3c. 3 Employ 7.5 FTE Counselors to work with students to provide counseling, placement, and other basic services.</p>	<p>Students to be Served: All</p> <p>Location: Specific Grade Spans: Middle School and High School</p> <p>7.5 counselors were employed for the school year 2017-2018</p>		<p>Benefits - LCFF: \$402,727</p>
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**Action 4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>3c. 4 Employ additional 9.5 FTE counselors to support student social/emotional needs of students in foster care and facing poverty. Students in high poverty areas often face trauma and need more counseling services as a result.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>9.5 FTE counselors to support social/emotional needs of students in foster care and facing poverty were employed for the 2017-2018 school year.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$725,000</p> <p>3000-3999 Employee Benefits - LCFF: \$200,000</p>	<p>Incorporated in prior goal: \$0</p> <p>Incorporated in prior goal: \$0</p>

**Action 5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Bennett_Kew Centinela Crozier Highland Hudnall Inglewood High Kelso LaTijera monroe Morningside Oak Parent Payne W. Lane Woodworth Worthington</p> <p>3c. 5 Provide Positive Behavioral Interventions and Supports training to teachers and site administration as needed to create safe learning environments at</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Same as action</p> <p>All school teachers and administrators with high UDP populations were provided PBIS training and support services through LACOE</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$200,000</p>	<p>01.0 0000.0 11100 27000</p> <p>5840 7420000 01.0 00000.0</p> <p>11100 27000 5850 7420000</p> <p>01.0 00000.0 11100 27000</p> <p>5881 7420000 01.0 00000.0</p> <p>11100 27000 5890 0008096</p> <p>01.0 00000.0 11100 27000</p> <p>5911 7420000 01.0 00000.0</p> <p>11100 36000 5719 7130000</p> <p>01.0 00000.0 11100 37000</p> <p>5750 7150000 01.0 00000.0</p> <p>11101 10000 5210 6080000</p> <p>01.0 00000.0 11101 21000</p> <p>5210 6080000 01.0 00000.0</p> <p>11181 10000 5210 6120000</p> <p>- 5000-5999 Services and Other Operating Expenses - LCFF: \$92,128</p>

schools with high UDP populations.			
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**Action 6**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>3c. 6 Provide 9,304 hours of K-8 recess supervision.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served:</p> <p>Location:</p> <p>CF Fitness provides recess and lunch supervision and support with structured activities for students. All elementary schools and both K-8 schools have CF Fitness coaches assigned to their sites each day.</p>	<p>2000-2999 Classified Salaries - LCFF: \$80,000</p> <p>3000-3999 Employee Benefits - LCFF: \$21,000</p>	<p>Contract for CF Fitness. A more cost effective option will be used for future years. - 2000-2999 Classified Salaries - LCFF: \$0</p> <p>Contract for CF Fitness. A more cost effective option will be used for future years.: \$0</p>

**Action 7**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: Elementary and K-8 schools</p> <p>3c. 7 Provide additional structured support and supervision during K-8 recess time at schools with high unduplicated student counts. (Outside contractors and an additional 12,855 hours of classified staffing)</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: Elem and K-8</p> <p>CF Fitness provides structured support and supervision for recess and lunch time for all sites with high unduplicated student counts at elementary schools and K-8 School sites.</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$320,000</p> <p>2000-2999 Classified Salaries - LCFF: \$120,000</p> <p>3000-3999 Employee Benefits - LCFF: \$21,000</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$330,300</p> <p>Noon Duty Aide - 2000-2999 Classified Salaries - LCFF: \$269,423</p> <p>3000-3999 Employee Benefits - LCFF: \$57,233</p>

**Action 8**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Foster Youth, Low Income</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Foster Youth, Low Income</p>	<p>4000-4999 Books and Supplies - LCFF: \$150,000</p>	<p>01.0 00000.0 00000 10000 42XX and 43XX multi loc - 4000-4999 Books and Supplies - LCFF: \$191,799</p>

<p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>3c. 8 Purchase additional curricular materials and programs to promote anti-bullying and strong character education at schools with high unduplicated pupil populations.</p>	<p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Materials were purchased and implemented.</p>		
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**Action 9**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>3c. 9 Provide basic emergency supplies and safety training at all sites.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>For the 17.18 school year the IUSD Safety committee began to take a need assessments for supplies and training at all sites. The purchase of materials will be prioritized and purchased as fiscal resources allow. Trainings have been embedded into monthly management meetings.</p>	<p>4000-4999 Books and Supplies - LCFF: \$300,000</p>	<p>01.0 00000.0 00000 10000 43XX multi loc - 4000-4999 Books and Supplies - LCFF: \$285,106</p>

**Action 10**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Bennett_Kew Centinela Crozier Highland Hudnall Inglewood High Kelso LaTijera onroe Morningside Oak Parent Payne W. Lane Woodworth Worthington</p> <p>3c. 10 Provide staff training at targeted schools sites on Emergency Preparedness and Response training and implementation, and provide additional safety supplies as needed. These schools often face lock-downs and emergency situations. Staff need to be prepared and</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Same schools listed on planned action.</p> <p>These staff trainings were completed for the 17.18 school year as well updates made to each school safety plans. District staff also conducted safety walks at each school to identify areas of safety and hazard.</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$100,000</p>	<p>01.0 00000.0 00000 72000 5890 0000000 - 5000-5999 Services and Other Operating Expenses - LCFF: \$86,519</p>

have adequate supplies.			
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**Action 11**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Bennett_Kew Centinela Crozier Highland Hudnall Kelso LaTijera Oak Parent Payne W. Lane Woodworth Worthington W. Lane Woodworth Worthington</p> <p>3c. 11 Continue to employ an additional 22 FTE school office support to schools with high unduplicated student counts to assist families and students. Schools with lower class sizes have more teachers and staff, thereby increasing the work load for office support staff and the need for more staff. The staff provides additional services for Foster Youth, Low Income, and English Learners like referrals to services and resources, instructional materials as needed, help filling out additional forms, etc.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: same</p> <p>These positions were continued for the school year 17.18. The staff received professional development on how to support our unduplicated pupil groups and their families so we can retain them in the district.</p>	<p>2000-2999 Classified Salaries - LCFF: \$1,000,000</p> <p>3000-3999 Employee Benefits - LCFF: \$300,000</p>	<p>SOM - 2000-2999 Classified Salaries - LCFF: \$801,137</p> <p>3000-3999 Employee Benefits - LCFF: \$484,662</p>

**Action 12**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>3c. 12 Provide training for teachers regarding strategies to support students beyond instructional needs.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>This actions was addressed in goal 2a and b as part of the staff development.</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$10,000</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$10,000</p>



**Action 13**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Bennett-Kew, Centinela, Crozier, Highland, Hudnall, Inglewood High, Kelso, Monroe, Morningside, Oak, Payne, W. Lane Woodworth, Worthington</p> <p>3c. 13 Explore opportunities to find partners to provide additional interventions for at risk Youth such as Gang Prevention and Interventions. It might include employing (1)additional FTE Intervention Person to assist with At-Risk youth.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Low Income</p> <p>Scope of Service:</p> <p>Location: Specific Schools: same as planned actions</p> <p>Inglewood Unified's Director of Student Services and Community Relations Director continue to explore partnerships for our at risk youth. No FTE was hired due to our fiscal state.</p>	<p>2000-2999 Classified Salaries - LCFF: \$60,000 (repeated expenditure) 3000-3999 Employee Benefits - LCFF: \$18,000</p>	<p>No FTE was hired due to fiscal challenges .: \$0 No FTE was hired due to fiscal challenges .: \$0</p>

**Analysis**

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

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

Overall, implementation of actions/services for this goal has been successful but with limited funds Student suspension rates has significantly decreased, there is greater fidelity to implementation of PBIS strategies and implementing behavior interventions.

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

Overall, the actions and services identified to support this goal has been effective. Professional development through LACOE and Centinela Youth Services has improved school culture and climate across the district. Intervention based practices has improved social-emotional supports for students and greater accountability has resulted in the use of other means of correction to address behaviors that would have been suspended last school year. As a result, suspension rates has decreased by 5% from last school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As a result of various material misstatements in the districts 2016-17 Adopted Budget and 2016-17 First and Second Interim Financial reports, plans were not developed by the district during the 2016-17 school year to address the deficit spending that is now projected for 2017-18 and beyond. On June 15, 2017, upon arrival of the districts new Chief Business Official and as a result of significant errors and misstatements that were then identified, the district withdrew the 2016-17 End of Year Financial Projection (Third Interim Report) which were submitted by the district to the Los Angeles County Office of Education (LACOE) around May 31, 2017.

The 2017-18 fiscal year revised budget was developed using staffing levels and operational costs that were in place as of June 15, 2017 and information known at that time. As such, the 2017-18 revised budget reflected an unsustainable level of deficit spending that needed to be addressed immediately

with both actions and plans that were measurable and achievable.

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.

**Goal 3 now reads: Create a safe and welcoming learning environments where students and families are engaged and connected to their schools in order to support and increase student success.**

**Many of these actions and services were not fully funded due to our current fiscal status.**

## Stakeholder Engagement

LCAP Year: 2018-19

### 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?

For the school year 2017-2018, IUSD developed a stakeholder LCAP advisory committee. The committee included members for the teachers association (ITA), classified association (CALpro), administrators management association (IMA), parent leadership groups, and district departments representatives. Each group has approximately 3-4 members each. Each member received a binder containing each meeting agenda, notes from the previous meetings and the handouts essential to each meeting.

We had sign in sheets for every meeting held, allowing the committee members to be accounted for.

We began our journey as a committee on February 7, 2018. The committee met several more times:

February 26

March 5 and 16

April 4

May 14, 2018 (CDE/LACOE representation attended)

The advisory committee received monthly LCAP updates, reviewed the timeline for the LCAP, and worked to update the plan for 2018.19. The committee reviewed the 17.18 goals, actions and services, learned the funding attached to each action. We also reviewed Inglewood's dashboard and it's impact for information on the development of the new plan.

The advisory committee was instrumental in creating LCAP surveys for parents, staff and students. These surveys were available to complete on a Google survey or hard copy at each site. As the we received information, the committee was able to see many of the responses.

The committee was also instrumental in revising our current LCAP which had too many goals, and consolidated the plan to 3 major goals. They also took a look at the actions and services and eliminated, revised or updated as needed, keeping in mind that we need to focus on services that would increase principally services to our unduplicated pupil groups. This committee of stakeholders consulted, and proposed changes as we revisited each section of the LCAP. They gave notes and feedback that were included in many of the adjustments made to our consolidated plan.

This group worked collaboratively to create a plan that would better understood by the public.

The progress in our work towards completing the LCAP requirements was shared with our district administrators, site principals at every monthly meeting. The final Draft was presented to them on June 15, 2018.

Our parent groups, DELAC and ELAC (which made up our district's ELPAC) received updates on the progress as well and were given opportunities for feedback during our meetings throughout the school year. The final draft was shared with our parents on June 4, 2018.

The draft will be posted on our website for 10 days for public comment, then our State Administrator will respond to the comments prior to final approval.

Our public hearing is scheduled for June 20, 2018 and Board approval is set for June 28, 2018.

### Impact on LCAP and Annual Update

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

The committee realized that we need to simplify our LCAP to be a clear form of itself. The many goals tended to be repeated and too elaborate.

Some of the impact from these meetings included

- looking at the funding we were attaching to each goal

- identifying what was base as opposed to supplemental and concentration
- identifying other grants and Federal funds that were attached as well.
- identifying which goals were measurable and easier to monitor
- identifying which had no funding, but should be continued work. If an action stated explore, the committee agreed to determine next steps.

As we began the updating process, the district as a whole was developing a 5 year strategic plan. This would become a guiding document to our work with the LCAP. We sought alignment.

A major impact in this process was the realization that some funding would expire by June 2018 such as the Educator Effectiveness grant. We discussed the impact and identified funding that could continue the work.

**Very importantly was the realization that IUSD's budget crisis impacted many of our actions and services that should have been funded for the 2017-18 school year.**

By consolidating the many goals into 3 goals and by minimizing the many actions and services attached, we believe that we could more clearly define what will be identified as increased services to our unduplicated pupil groups, as well as align this work to our new district's strategic plan.

## Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

### Goal 1

**GOAL 1** All students will have fully credentialed and properly assigned teachers and administrators at facilities that are highly maintained and in exemplary condition. Students will also have access to teacher selected SBE and other approved/California aligned standards materials in ALL subjects.

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

State Priorities: 1. Basic  
Local Priorities:

### Identified Need:

All students continue to have access to SBE-approved/CCSS-aligned instructional materials in core subjects, a broad course of study pertaining to all of the subject areas described in the California Education Code, and CCSS aligned instruction and assessments.

This is an area of focus for our district. Our survey indicates that there is great dissatisfaction in the area regarding stakeholder's confidence on the district to be able to maintain facilities adequately. We need to continue implementing our efforts to improving our facilities.

All (100%) of IUSD teachers and administrators will be fully credentialed, and appropriately assigned for the pupils they are teaching.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Williams' Sufficiency Report	All students have access to SBE-adopted California State Standards-based curriculum and materials in all core subject areas as measured by textbook order forms, student enrollment data, and Williams reports.	By June 2018, all students will have access to SBE-adopted California State Standards-based curriculum and materials in all core subject areas as measured by textbook order forms, student enrollment data, and Williams reports.	By June 2019, all students will have access to SBE-adopted California State Standards-based curriculum and materials in all core subject areas as measured by textbook order forms, student enrollment data, and Williams reports.	By June 2020, all students will have access to SBE-adopted California State Standards-based curriculum and materials in all core subject areas as measured by textbook order forms, student enrollment data, and Williams reports.
Walk-Thru Data	All curriculum in grades TK-12 is aligned to the California State Standards as measured by curriculum maps, pacing plans, and walk-through data.	By June 2018, all curriculum in grades TK-12 will continue to be aligned to the California State Standards as measured by curriculum maps, pacing plans, and walk-through data.	By June 2019, all curriculum in grades TK-12 will continue to be aligned to the California State Standards as measured by curriculum maps, pacing plans, and Williams walk-through data.	By June 2020, all curriculum in grades TK-12 will continue to be aligned to the California State Standards as measured by curriculum maps, pacing plans, and Williams walk-through data.

CALPADS Course Enrollment Reports	All students, including students with disabilities and English language learners, had access to, and were enrolled in courses reflecting a broad course of study and 21st Century skills as measured by course enrollment and course syllabus data.	By June 2018 all students, including students with disabilities and English language learners, will have access to, and will enroll in courses reflecting a broad course of study and 21st Century skills as measured by course enrollment and course syllabus data.	By June 2019, all students, including students with disabilities and English language learners, will continue to have access to, and will enroll in courses reflecting a broad course of study and 21st Century skills as measured by course enrollment and course syllabus data.	By June 2020, all students, including students with disabilities and English language learners, will continue to have access to, and will enroll in courses reflecting a broad course of study and 21st Century skills as measured by course enrollment and course syllabus data.
PD Sign-In Sheets	All students were taught by teachers who have received professional development in the CCSS and instructional strategies to support student learning of the CCSS as measured by PD sign-in sheets and walk-through data.	By June 2018, all students will be taught by teachers who have received professional development in the CCSS and instructional strategies to support student learning of the CCSS as measured by PD sign-in sheets and walk-through data.	By June 2019, all students will be taught by teachers who have received professional development in the CCSS and instructional strategies to support student learning of the CCSS as measured by PD sign-in sheets and walk-through data.	By June 2020, all students will be taught by teachers who have received professional development in the CCSS and instructional strategies to support student learning of the CCSS as measured by PD sign-in sheets and walk-through data.
Secondary Master Schedule	All high schools have implemented 1 linked learning/CTE Pathway. 1/3 High schools offered internships based on the pathways offered.	By June 2018, all high schools and middle schools will have implemented 1-2 linked learning/CTE Pathways. High schools will offer internships based on the pathways offered.	By June 2019, all high schools and middle schools will have implemented 2 or more linked learning/CTE Pathways. High schools will offer internships based on the pathways offered.	By June 2020, all high schools and middle schools will have implemented 2 or more linked learning/CTE Pathways. High schools will offer internships based on the pathways offered.
FIT (Facilities Inspection Tool) Report	100% of the school facilities have a report rating of Good to Exemplary as measured by FIT	By June 2018, 100% of the school facilities will have report ratings of Good to Exemplary as measured by FIT	By June 2018, 100% of the school facilities will have report ratings of Good to Exemplary as measured by FIT	By June 2020, 100% of the school facilities will have report ratings of Good to Exemplary as measured by FIT
CALpads Staffing Report	There are zero teacher mis-assignments as measured by case rosters and teacher credentials	There are zero teacher mis-assignments as measured by case rosters and teacher credentials	There are zero teacher mis-assignments as measured by case rosters and teacher credentials	There are zero teacher mis-assignments as measured by case rosters and teacher credentials
Student Enrollment Data	Teacher-student ratios in core classes (Base Program) are no more than 28:1 in grades TK-3; 30:1 in grades 4-6, and 26.5:1 in grades 7-12 as measured by student enrollment data.	Teacher-student ratios in core classes (Base Program) are no more than 28:1 in grades TK-3; 30:1 in grades 4-6, and 26.5:1 in grades 7-12 as measured by student enrollment data	Teacher-student ratios in core classes (Base Program) are no more than 28:1 in grades TK-3; 30:1 in grades 4-6, and 26.5:1 in grades 7-12 as measured by student enrollment data	Teacher-student ratios in core classes (Base Program) are no more than 28:1 in grades TK-3; 30:1 in grades 4-6, and 26.5:1 in grades 7-12 as measured by student enrollment data

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

### Actions/Services

**2017-18**

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

Modified Action

1a. 1 Purchase new SBE-adopted curricular materials as needed. Purchase new History Social Science curriculum and other SBE-adopted curricular materials as needed. Use a tracking system for inventory and communicate with teachers.

**2018-19**

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

Modified Action

Purchase new SBE-adopted curricular materials as needed. Purchase new SBE-adopted Science (NGSS) curriculum and other SBE-adopted curricular materials as needed.

**2019-20**

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

Modified Action

Purchase new SBE-adopted curricular materials as needed. Use a tracking system for inventory and communicate with teachers.

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$1,000,000	\$200,000	\$200,000
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Books and Supplies	Books and Supplies; 01.0-63000.0-11100-10000-4110-7210000 A Textbooks	Books and Supplies; 01.0-63000.0-11100-10000-4110-7210000 A Textbooks

**Action 2**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

Modified Action

1a. 3 Purchase required instructional materials and technology to provide a broad course of study designed to meet A-G requirements.

**2018-19**

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

Unchanged Action

Students will use required instructional materials and technology to provide a broad course of study designed to meet A-G requirements.

**2019-20**

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

Unchanged Action

Students will use required instructional materials and technology to provide a broad course of study designed to meet A-G requirements.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$550,000	\$433,418	\$433,418
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies; 01.0-63000.0-11100-10000-4110-7210000 A Textbooks - @ \$231K plus (Source - Calcs) ~\$201K	Books and Supplies; 01.0-63000.0-11100-10000-4110-7210000 A Textbooks - @ \$231K plus (Source - Calcs) ~\$201K



**Action 3**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

Foster Youth, Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

Specific Schools: Bennett-Kew, Centinela, Crozier, Highland, Hudnall, Inglewood High, Kelso, Monroe, Morningside, Oak, Payne, W. Lane Woodworth, Worthington.

**Actions/Services**

**2017-18**

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

Modified Action

Foster Youth and Low Income students will have additional instructional materials and technology in schools with high unduplicated student populations to provide a broad course of study designed to meet A-G requirements.

**2018-19**

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

Unchanged Action

Foster Youth and Low Income students will have additional instructional materials and technology in schools with high unduplicated student populations, particularly low income students, foster youth, and homeless students, to provide a broad course of study designed to meet A-G requirements.

**2019-20**

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

Unchanged Action

Foster Youth and Low Income students will have additional instructional materials and technology in schools with high unduplicated student populations, particularly low income students, foster youth, and homeless students, to provide a broad course of study designed to meet A-G requirements.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$3,000,000	\$0	\$0
Source	LCFF		
Budget Reference	Books and Supplies		
Amount	\$3,000,000	\$105,000	\$105,000
Source	LCFF	LCFF	LCFF

Budget  
Reference

Books and Supplies

Books and Supplies;  
010.0-02000 - Source Doc: Calcs

Books and Supplies;  
010.0-02000 - Source Doc: Calcs

**Action 4**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

Provide additional instructional supplies to enhance elective opportunities and access to the arts and VAPA for low income, foster youth and homeless students.

**2018-19**

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

Provide additional instructional supplies to enhance elective opportunities and access to the arts and VAPA for low income, foster youth and homeless students.

**2019-20**

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

Provide additional instructional supplies to enhance elective opportunities and access to the arts and VAPA for low income, foster youth and homeless students.

**Action 5**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

English Learners, Foster Youth, Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

Specific Grade Spans: Middle School and High School

**Actions/Services**

**2017-18**

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

Unchanged Action

Increase course offerings for linked learning/CTE Pathways at schools with high unduplicated student populations. Align staff and credentials to current pathways and streamline the process based on new CTE pathways requirements.

**2018-19**

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

Unchanged Action

Increase course offerings for linked learning/CTE Pathways at schools with high unduplicated student populations. Align staff and credentials to current pathways and streamline the process based on new CTE pathways requirements

**2019-20**

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

Unchanged Action

Increase course offerings for linked learning/CTE Pathways at schools with high unduplicated student populations. Align staff and credentials to current pathways and streamline the process based on new CTE pathways requirements.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$90,000	\$85,994	\$85,994
Source	LCFF	Other Federal Funds	Other Federal Funds
Budget Reference	Books and Supplies	Books and Supplies; 01.0-35500.0-38000-10000-4316-7210000 A Instructional Materials	Books and Supplies; 01.0-35500.0-38000-10000-4316-7210000 A Instructional Materials

**Action 6**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

New Action

Explore dual immersion opportunities to expand programs to additional sites and languages.

**2018-19**

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

Modified Action

Increase recruitment efforts and the number of dual immersion programs and/or classrooms at sites.

**2019-20**

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

Unchanged Action

Increase recruitment efforts and the number of dual immersion programs and/or classrooms at sites.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference	; No costs incurred.	; No costs incurred.	; No costs incurred.

**Action 7**

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

**Students to be Served:**

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

All

**Location(s):**

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

Specific Grade Spans: Middle School and High School

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

New Action

Purchase required CTE instructional materials and technology to improve enhance and expand the coherent sequence of CTE courses at the high schools and middle schools.

**2018-19**

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

Modified Action

Purchase required CTE instructional materials and technology to improve enhance and expand the coherent sequence of CTE courses at the high schools and middle schools and elementary

**2019-20**

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

Modified Action

Purchase required CTE instructional materials and technology to improve enhance and expand the coherent sequence of CTE courses at the high schools and middle schools and elementary.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$188,000 (repeat expenditure)	\$71,832	\$71,832
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	Books and Supplies; CTEIG 68,000 per year and CTE K12 Grant 120,000	Books and Supplies; 01.0 - 35500.0-38000- & 35550.0-46300 - 1XXXX-4XXX Multi Loc	Books and Supplies; 01.0 - 35500.0-38000- & 35550.0-46300 - 1XXXX-4XXX Multi Loc

**Action 8**

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

**Students to be Served:**

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

All

**Location(s):**

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

Specific Grade Spans: Middle and High Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

New Action

Establish internships based on pathways offered and build partnerships with El Camino, SBWIB and other industry partners.

**2018-19**

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

Unchanged Action

Establish internships based on pathways offered and build partnerships with El Camino, SBWIB and other industry partners.

**2019-20**

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

Unchanged Action

Establish internships based on pathways offered and build partnerships with El Camino, SBWIB and other industry partners.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$7,000 (repeat expenditure)	\$0 (repeat expenditure)	\$0 (repeat expenditure)
Source	Other Federal Funds		
Budget Reference	Certificated Salaries; LCFF matching funds and CTEIG 2,000 and Perkins CTE 5,000	; Not enough funds	
Amount	\$2,100 (repeat expenditure)	\$0	\$0
Source	Other Federal Funds		
Budget Reference	Employee Benefits		

**Action 9**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

Modified Action

Employ 30.4 FTE custodial staff

**2018-19**

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

Modified Action

Employ 30.4 FTE custodial staff

**2019-20**

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

Modified Action

Employ 30.4 FTE custodial staff

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$1,200,000	\$1,721,898	\$1,721,898
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries; 33 Custodians	Classified Salaries; 33 Custodians
Amount	\$30,000	\$975,576	\$975,576
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits



**Action 10**

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

Modified Action
Employ an additional 24 FTE custodians to maintain and support schools with high unduplicated student counts. Lower class size at these sites will increase classroom use and facility space. This increases the work load for custodial staff and increased the need for additional staff.

**2018-19**

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

Modified Action
Employ an additional 24 FTE custodians to maintain and support schools with high unduplicated student counts. Lower class size at these sites will increase classroom use and facility space. This increases the work load for custodial staff and increased the need for additional staff.

**2019-20**

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

Modified Action
Employ an additional 24 FTE custodians to maintain and support schools with high unduplicated student counts. Lower class size at these sites will increase classroom use and facility space. This increases the work load for custodial staff and increased the need for additional staff.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$1,120,000	\$1,022,850	\$1,022,850
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries; 21 Custodians	Classified Salaries; 21 Custodians
Amount	\$28,000	\$767,135	\$767,135
Source	LCFF	LCFF	LCFF

Budget  
Reference

Employee Benefits

Employee Benefits;  
21 Custodians

Employee Benefits;  
21 Custodians

**Action 11**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

Modified Action
Employ two additional groundsmen to maintain and support schools in emergency situations on campuses with high unduplicated student groups.

**2018-19**

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

Modified Action
Employ two additional groundsmen to maintain and support schools in emergency situations on campuses with high unduplicated student groups.

**2019-20**

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

Modified Action
Employ two additional groundsmen to maintain and support schools in emergency situations on campuses with high unduplicated student groups.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$150,000	\$103,196	\$103,196
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries; groundsmen	Classified Salaries; groundsmen
Amount	\$30,000	\$67,563	\$67,563
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits; Groundsmen	Employee Benefits; Groundsmen

**Action 12**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

Unchanged Action

Conduct an audit of teacher credentials and assignments/course assignments and place/hire accordingly.

**2018-19**

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

Unchanged Action

Conduct an audit of teacher credentials and assignments/course assignments and place/hire accordingly.

**2019-20**

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

Unchanged Action

Conduct an audit of teacher credentials and assignments/course assignments and place/hire accordingly.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$58,000	\$59,964	\$59,964
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries; Credential Analyst	Classified Salaries; Credential Analyst
Amount	\$20,000	\$26,698	\$26,698
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits; Credential Analyst	Employee Benefits; Credential Analyst

**Action 13**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

Modified Action

Recruit and maintain qualified administrative and teaching staff. Core staffing ration; [TK-3 @ 28:1](#); grades 4-6 @30:1; grades 7-8@ 26:1; grades [9-12@26.5](#)

**2018-19**

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

Modified Action

Recruit and maintain qualified administrative and teaching staff. Core staffing ration; [TK-3 @ 28:1](#); grades 4-6 @30:1; grades 7-8@ 26:1; grades [9-12@26.5](#)

**2019-20**

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

Modified Action

Recruit and maintain qualified administrative and teaching staff. Core staffing ration; [TK-3 @ 28:1](#); grades 4-6 @30:1; grades 7-8@ 26:1; grades [9-12@26.5](#)

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$26,880,000	\$23,778,718	\$23,778,718
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$6,720,000	\$10,153,381	\$10,153,381
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

**Action 14**

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

English Learners, Foster Youth

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

**2017-18**

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

Unchanged Action

Recruit and maintain additional qualified administrative and teaching staff to support our low income, ELL, and foster youth students. This will maintain lower class sizes at sites with high unduplicated student populations.

**2018-19**

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

Unchanged Action

Recruit and maintain additional qualified administrative and teaching staff to support our low income, ELL, and foster youth students. This will maintain lower class sizes at sites with high unduplicated student populations.

**2019-20**

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

Unchanged Action

Recruit and maintain additional qualified administrative and teaching staff to support our low income, ELL, and foster youth students. This will maintain lower class sizes at sites with high unduplicated student populations.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$66,100,000	\$12,931,860	\$12,931,860
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$1,540,000	\$2,845,009	\$2,845,009
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

**Action 15**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

Continue to employ 4 FTE properly credentialed Dual Immersion Teachers plus 3 (total of 7) at targeted schools (in addition to base teacher ratio) to support learning for English Language Learners and to lower class sizes for these targeted students.

**2018-19**

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

Continue to employ 7 FTE properly credentialed Dual Immersion Teachers plus at targeted schools (in addition to base teacher ratio) to support learning for English Language Learners and to lower class sizes for these targeted students.

**2019-20**

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

Continue to employ 7 FTE properly credentialed Dual Immersion Teachers at targeted schools (in addition to base teacher ratio) to support learning for English Language Learners and to lower class sizes for these targeted students.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$296,000	\$559,669	\$559,669
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries; Dual Immersion	Certificated Salaries; Dual Immersion
Amount	\$74,000	\$237,483	\$237,483
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits; Dual Immersion	Employee Benefits; Dual Immersion

**Action 16**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

Unchanged Action

Continue to increase opportunities for teachers to obtain National Board Certification.

**2018-19**

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

Unchanged Action

Continue to increase opportunities for teachers to obtain National Board Certification.

**2019-20**

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

Unchanged Action

Continue to increase opportunities for teachers to obtain National Board Certification.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference			
Amount	\$10,000	\$10,000	\$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	Other	Certificated Salaries; 01.0-00000.0-11300-10000-1170 Multi Loc A Teachers' Salaries-Extra Duty	Certificated Salaries; 01.0-00000.0-11300-10000-1170 Multi Loc A Teachers' Salaries-Extra Duty



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

Modified Goal

## Goal 2

**GOAL 2:** Increase student success in mastering the Common Core State Standards (CCSS) in all content areas, ensure all students are college and/or career ready and attest all English Learners will make adequate yearly progress in attaining English language proficiency.

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

State Priorities: 4. Pupil achievement; 8. Other pupil outcomes

Local Priorities:

### Identified Need:

According to the Dashboard, the academic achievement of our English Learners demonstrates the greatest gap and the greatest need. More training and monitoring systems are needed. More resources will be allocated in this area.

The Dashboard and our local measures demonstrated that we have not made adequate gains in ELA or Math for all students groups. Most of our student groups indicated placement in the red and yellow portion of the 5x5 grid. Professional learning opportunities for math and language arts strategies will be a focus for the next few years. We know that improving teaching and learning is what will impact academic growth, and will then be reflected in our dashboard data.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
District Benchmark Assessment Data- Reading	10% of students scored proficient on the district mid-year diagnostic assessment in English language arts.	Increase student scores on the district mid-year diagnostic assessment in English language arts by 3%.	Increase student scores on the district mid-year diagnostic assessment in English language arts by 5%.	Increase student scores on the district mid-year diagnostic assessment in English language arts by 5%.
District Benchmark Assessment Data- Math	12.5% of students scored proficient on the district mid-year diagnostic assessment in mathematics.	Increase student scores on the district mid-year diagnostic assessment in mathematics by 3%.	Increase student scores on the district mid-year diagnostic assessment in mathematics by 5%.	Increase student scores on the district mid-year diagnostic assessment in mathematics by 5%.
CAASPP SBAC Data- ELA	Increase CAASPP baseline scores of 29% Standard Met or Exceeded by 3% in English language Arts.	Increase CAASPP baseline scores of Standard Met or Exceeded by 3% in English language Arts.	Increase CAASPP baseline scores of Standard Met or Exceeded by 5% in English language Arts.	Increase CAASPP baseline scores of Standard Met or Exceeded by 5% in English language Arts.
CAASPP SBAC Data- Math	Increase CAASPP baseline score of 16% Standard Met or Exceeded by 3% in Mathematics.	Increase CAASPP baseline scores of Standard Met or Exceeded by 3% in Mathematics.	Increase CAASPP baseline scores of Standard Met or Exceeded by 5% in Mathematics.	Increase CAASPP baseline scores of Standard Met or Exceeded by 5% in Mathematics.
English Language Arts (Grades 3-8) - Schools	Move forward on the CA School Dashboard.	Move forward on the CA School Dashboard.	Move forward on the CA School Dashboard.	Remain the same or move forward on the

Five-by-Five Placement	-Status increase and Change increase 7-20 points.	-Status increase and Change increase of 7-20 points.	-Status increase and Change increase of 7-20 points.	CA School Dashboard. -Status increase and Change maintain or increase.
Mathematics (Grades 3-8) - Schools Five-by-Five Placement	Move forward on the CA School Dashboard. -Status increase and Change increase of 7-20 points.	Move forward on the CA School Dashboard. -Status increase and Change increase of 7-20 points.	Move forward on the CA School Dashboard. -Status increase and Change increase of 7-20 points.	Maintain the same or move forward on the CA School Dashboard. - Status increase and Change increase or stay the same.
Dataquest: Grads with UC/CSU Required Courses	Increase the percentage of students completing the a-g requirements by 5% from 30% to 35%.	Increase the percentage of students completing the a-g requirements by 5%.	Increase the percentage of students completing the a-g requirements by 5%.	Increase the percentage of students completing the a-g requirements by 5%.
AP Testing Data	The percentage of students scoring a 3 or higher on the advanced placement examination will increase by 3% from 16% to 19%.	The percentage of students scoring a 3 or higher on the advanced placement examination will increase by 3%.	The percentage of students scoring a 3 or higher on the advanced placement examination will increase by 3%.	The percentage of students scoring a 3 or higher on the advanced placement examination will increase by 3%.
11th Grade EAP Results-ELA	Increase the percentage of students determined Ready for college by 5% from 6% to 11% and Conditionally Met by 5% from 24% to 29% as measured by the EAP.	Increase the percentage of students determined Ready for college by 5% and Conditionally Met by 5% as measured by the EAP.	Increase the percentage of students determined Ready for college by 5% and Conditionally Met by 5% as measured by the EAP.	Increase the percentage of students determined Ready for college by 5% and Conditionally Met by 5% as measured by the EAP.
11th Grade EAP Results-Math	Increase the percentage of students determined Ready for college by 5% from 1% to 6% and Conditionally Met by 5% from 4% to 9% as measured by the EAP.	Increase the percentage of students determined Ready for college by 5% and Conditionally Met by 5% as measured by the EAP.	Increase the percentage of students determined Ready for college by 5% and Conditionally Met by 5% as measured by the EAP.	Increase the percentage of students determined Ready for college by 5% and Conditionally Met by 5% as measured by the EAP.
CELDT/ELPAC data	The current percent of English Learners making annual progress in learning English is 54%. The ELPAC summative data will serve as baseline data.	By June 2018, the percent of English Language Learners attaining proficiency on the CELDT will increase by 5%. The ELPAC summative data will be serve as a baseline.	By June 2019, the percent of English Language Learners attaining proficiency on the ELPAC summative will increase by 3%	By June 2020, the percent of English Language Learners attaining proficiency on the ELPAC summative will increase by 3%

Long Term English Learner CELDT/ELPAC data	The current percentage of Long Term English Learners (LTELs) attaining English Proficiency on the CELDT will increase by 5%. The ELPAC summative will serve as baseline data.	By June 2018, The percentage of Long Term English Learners (LTELs) attaining English Proficiency on the CELDT will increase by 5%.  ELPAC summative will serve as baseline data.	By June 2019, The percentage of Long Term English Learners (LTELs) attaining English Proficiency on the ELPAC will increase by 5%.	By June 2019, The percentage of Long Term English Learners (LTELs) attaining English Proficiency on the ELPAC will increase by 5%.
Graduation rate per the California Dashboard.	The current graduation rate of English Learners is 78.9% as measured by the California Dashboard.	By June 2018, the graduation rate of English learners will increase by 5% as measured by the California Dashboard.	By June 2019, the graduation rate of English learners will increase by 5% as measured by the California Dashboard.	By June 2020, the graduation rate of English learners will increase by 5% as measured by the California Dashboard.
Reclassification rate per CELDT and ELPAC data	The current percentage of English Learners reclassified is 8%.	By June 2018, the percent of English Learners will increase by 5%.	By June 2019, the percent of English Learners will increase by 5%.	By June 2020, the percent of English Learners will increase by 5%.

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

### Actions/Services

**2017-18**

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

Unchanged Action
Provide additional CCSS instructional resources and hands-on experiences (Field trips, instructional resources, etc.) to help targeted students master the CCSS.

**2018-19**

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

Modified Action
Provide additional CCSS instructional resources and hands-on experiences (Field trips, instructional resources, etc.) to help targeted students master the California Common Core State Standards.

**2019-20**

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

Modified Action
Provide additional CCSS instructional resources and hands-on experiences (Field trips, instructional resources, etc.) to help targeted students master the California Common Core State Standards.

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$100,000	\$85,400	\$85,400
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses; Source Doc: Calcs - Multi	Services and Other Operating Expenses; Source Doc: Calcs
Amount	\$300,000	\$0	\$300,000
Source	LCFF	LCFF	LCFF

Budget  
Reference

Other;  
Bus transportation

Services and Other Operating Expenses

Other

**Action 2**

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

Modified Action
Provide teachers with professional development in researched-based instructional strategies designed to help improve student learning of the California State Standards (CCSS). These will include intervention strategies, socio-emotional, and behavioral interventions.

**2018-19**

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

Unchanged Action
Provide teachers with professional development in evidenced-based instructional strategies designed to help improve student learning of the California State Standards (CCSS). These will include intervention strategies, socio-emotional, <u>behavioral interventions and VAPA core strategies that may include teacher/staff input to include local and external training.</u>

**2019-20**

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

Unchanged Action
Provide teachers with professional development in evidenced-based instructional strategies designed to help improve student learning of the California State Standards (CCSS). These will include intervention strategies, socio-emotional, <u>behavioral interventions and VAPA core strategies that may include teacher/staff input to include local and external training.</u>

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$80,000	\$0	\$0
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Certificated Salaries; subs/extra duty pay	Certificated Salaries	Certificated Salaries

Amount	\$400,000	\$83,271	\$83,271
Source	Federal Revenues - Title I	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses
Amount	\$20,000	\$0	\$0
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

**Action 3**

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

**Students to be Served:**

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

All

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

Modified Action

Provide Professional Development to CTE teachers within their pathway sector

**2018-19**

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

Unchanged Action

Provide Professional Development to CTE teachers within their pathway sector

**2019-20**

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

Unchanged Action

Provide Professional Development to CTE teachers within their pathway sector

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$300	\$300
Source		Other Federal Funds	
Budget Reference		Services and Other Operating Expenses: 01.0-35500.0-38000-10000-5220-7210000 A Travel and Conferences	; 01.0-35500.0-38000-10000-5220-7210000 A Travel and Conferences



**Action 4**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

Unchanged Action
Provide AVID programs to targeted students to help them master the California State Standards (CCSS).

**2018-19**

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

Unchanged Action
Provide AVID programs to targeted students to help them master the California State Standards (CCSS).

**2019-20**

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

Unchanged Action
Provide AVID programs to targeted students to help them master the California State Standards (CCSS).

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$150,000	\$250,000	\$250,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Training fee and program costs	Services and Other Operating Expenses; 01.0-02000.0-11100-10000-5850-7040000 A Conslt/Ind Contractors(NonEmp)	Services and Other Operating Expenses; 01.0-02000.0-11100-10000-5850-7040000 A Conslt/Ind Contractors(NonEmp)
Amount	\$80,000	\$0	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$20,000	\$0	\$0
Source	LCFF	LCFF	LCFF

Budget  
Reference

Employee Benefits

Employee Benefits

Employee Benefits

**Action 5**

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

Modified Action
Provide extended-day intervention programs aligned to the California Common Core State Standards to targeted at risk students. Explore options for extended morning/after school.

**2018-19**

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

Unchanged Action
Provide extended-day intervention programs aligned to the California Common Core State Standards to targeted at risk students. Explore options for extended morning/after school.

**2019-20**

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

Unchanged Action
Provide extended-day intervention programs aligned to the California Common Core State Standards to targeted at risk students. Explore options for extended morning/after school.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$720,000	\$278,138	\$278,138
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Certificated Salaries	Certificated Salaries; Multiple - Source Doc: Calc	Certificated Salaries; Multiple - Source Doc: Calc
Amount	\$180,000	\$61,190	\$61,190
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Employee Benefits	Employee Benefits; @ 22% Stat	Employee Benefits; @ 22% Stat

**Action 6**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

Provide a universal screening tool to measure student progress toward mastery of the CCSS and to identify at-risk learners for intervention program placement.

**2018-19**

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

Provide a universal screening tool to measure student progress toward mastery of the CCSS and to identify at-risk learners for intervention program placement.

**2019-20**

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

Provide a universal screening tool to measure student progress toward mastery of the CCSS and to identify at-risk learners for intervention program placement.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$334,280	\$335,000	\$335,000
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Services and Other Operating Expenses	Books and Supplies; 01.0-30100.0-11100-10000-4340-7213000 A Computer Software & Relat Exp	Books and Supplies; 01.0-30100.0-11100-10000-4340-7213000 A Computer Software & Relat Exp

**Action 7**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

Modified Action

Provide Professional Development and coaching to new teachers to help them fully implement Universal Screening Tools and Intervention programs.

**2018-19**

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

Unchanged Action

Provide Professional Development and coaching to new teachers to help them fully implement Universal Screening Tools and Intervention programs.

**2019-20**

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

Unchanged Action

Provide Professional Development and coaching to new teachers to help them fully implement Universal Screening Tools and Intervention programs.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$10,000
Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses; 01.0-40350.0-11100-10000-5850-7370000 A Conslt/Ind Contractors(NonEmp)	Services and Other Operating Expenses; 01.0-40350.0-11100-10000-5850-7370000 A Conslt/Ind Contractors(NonEmp)

**Action 8**

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

Modified Action
Provide an assessment system to create district and classroom level benchmark assessments, and to measure student mastery of California State Standards (CCSS).

**2018-19**

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

Unchanged Action
Provide an assessment system to create district and classroom level benchmark assessments, and to measure student mastery of California State Standards (CCSS).

**2019-20**

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

Unchanged Action
Provide an assessment system to create district and classroom level benchmark assessments, and to measure student mastery of California State Standards (CCSS).

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$60,000	\$60,000	\$60,000
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses; 01.0-30100.0-11100-10000-5890 Multiple Loc	Services and Other Operating Expenses; 01.0-30100.0-11100-10000-5890 Multiple Loc

**Action 9**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

Modified Action
Employ 6 FTE instructional coaches for ELA/ELD and math to support implementation of the CCSS.

**2018-19**

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

Unchanged Action
Employ 6 FTE instructional coaches for ELA/ELD and math to support implementation of the CCSS.

**2019-20**

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

Unchanged Action
Employ 6 FTE instructional coaches for ELA/ELD and math to support implementation of the CCSS.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$440,000	\$559,669	\$559,669
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Certificated Salaries	Certificated Salaries; 7 TOSA(s) \$559,669 + \$237,438 (benefits)	Certificated Salaries; 7 TOSA(s) \$559,669 + \$237,438 (benefits)
Amount	\$110,000	\$237,438	\$237,438
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Employee Benefits	Employee Benefits; 7 TOSA(s) \$559,669 + \$237,438 (benefits)	Employee Benefits; 7 TOSA(s) \$559,669 + \$237,438 (benefits)

**Action 10**

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

**Students to be Served:**

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

All

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

New Action

Continue to employ 2 Instructional coaches to support curriculum implementation through the use of instructional technology.

**2018-19**

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

Modified Action

Continue to employ 2 Instructional coaches to support curriculum implementation through the use of instructional technology

**2019-20**

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

Unchanged Action

Continue to employ 2 Instructional coaches to support curriculum implementation through the use of instructional technology

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference		; Not enough funds for this Fiscal Year	



**Action 11**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

Unchanged Action

Conduct instructional Rounds at all sites that focus on improving instructional practices based on student need.

**2018-19**

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

Unchanged Action

Conduct instructional Rounds at all sites that focus on improving instructional practices based on student need.

**2019-20**

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

Unchanged Action

Conduct instructional Rounds at all sites that focus on improving instructional practices based on student need.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$45,600	\$26,000	\$26,000
Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	Certificated Salaries; To fund up to 5 subs on up to 4 days for each of the 19 schools.	Services and Other Operating Expenses; 01.0-40350.0-11100-10000-5850-7370000 A Conslt/Ind Contractors(NonEmp)	Services and Other Operating Expenses; 01.0-40350.0-11100-10000-5850-7370000 A Conslt/Ind Contractors(NonEmp)
Amount	\$11,400	\$0	\$0
Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

**Action 12**

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

**Students to be Served:**

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

Students with Disabilities

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

Unchanged Action

Provide adequate services and programs to students with disabilities.

**2018-19**

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

Unchanged Action

Provide services and access to programs for students with disabilities.

**2019-20**

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

Unchanged Action

Provide services and access to programs for students with disabilities.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$17,900,000	\$24,237,715	\$24,237,715
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses; 01.0-65000.0-50010-00000-8980-0000000 A Contributions frm Unrest Rev	Services and Other Operating Expenses; 01.0-65000.0-50010-00000-8980-0000000 A Contributions frm Unrest Rev

**Action 13**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

Unchanged Action

Continue to employ 8 FTE to implement current and relevant technology and technology infrastructure to support 21st Century learning and skills.

**2018-19**

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

Unchanged Action

Continue to employ 8 FTE to implement current and relevant technology and technology infrastructure to support 21st Century learning and skills.

**2019-20**

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

Unchanged Action

Continue to employ 8 FTE to implement current and relevant technology and technology infrastructure to support 21st Century learning and skills.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$320,000	\$349,389	\$349,389
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries; 1 Computer Support Tech and 5 Computer Technicians \$249,389 + 159,584	Classified Salaries; 1 Computer Support Tech and 5 Computer Technicians \$249,389 + 159,584
Amount	\$80,000	\$199,584	\$199,584
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits; 1 Computer Support Tech and 5 Computer Technicians \$249,389 + 159,584	Employee Benefits; 1 Computer Support Tech and 5 Computer Technicians \$249,389 + 159,584

**Action 14**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

Modified Action
Continue to employ additional 8 FTE IT support data clerks at sites with high unduplicated student counts to enhance access to technology for students. Lower class sizes will increase staffing and technology demands at targeted sites. This increases the workload for technology staff and increases the need for additional staff.

**2018-19**

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

Modified Action
Continue to employ additional 8 FTE IT support data clerks at sites with high unduplicated student counts to enhance access to technology for students. Lower class sizes will increase staffing and technology demands at targeted sites. This increases the workload for technology staff and increases the need for additional staff.

**2019-20**

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

Unchanged Action
Continue to employ additional 8 FTE IT support data clerks at sites with high unduplicated student counts to enhance access to technology for students. Lower class sizes will increase staffing and technology demands at targeted sites. This increases the workload for technology staff and increases the need for additional staff.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$320,000	\$463,843	\$463,843
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries; 8 DATA PROC CLK/SEC \$363,843 + \$229,269 ( bene)	Classified Salaries; 8 DATA PROC CLK/SEC \$363,843 + \$229,269 ( bene)
Amount	\$80,000	\$269,269	\$269,269
Source	LCFF	LCFF	LCFF

Budget  
Reference

Employee Benefits	Employee Benefits; 8 DATA PROC CLK/SEC \$363,843 + \$229,269 (bene)	Employee Benefits; 8 DATA PROC CLK/SEC \$363,843 + \$229,269 (bene)
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**Action 15**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

Unchanged Action

Provide new school site administration with training and coaching on instructional leadership, implementing the Common Core Core State Standards, supporting rigor in the classroom, Instructional Rounds, and creating engaging learning environments.

**2018-19**

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

Unchanged Action

Provide new school site administration with training and coaching on instructional leadership, implementing the Common Core Core State Standards, supporting rigor in the classroom, Instructional Rounds, and creating engaging learning environments.

**2019-20**

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

Unchanged Action

Provide new school site administration with training and coaching on instructional leadership, implementing the Common Core Core State Standards, supporting rigor in the classroom, Instructional Rounds, and creating engaging learning environments.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$200,000	\$200,000	\$200,000
Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses; 01.0-40350.0-11100-21000-5850-7370000 A Conslt/Ind Contractors(NonEmp)	Services and Other Operating Expenses; 01.0-40350.0-11100-21000-5850-7370000 A Conslt/Ind Contractors(NonEmp)

**Action 16**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

Modified Action

**2018-19**

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

Unchanged Action

**2019-20**

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

Unchanged Action

Implement effective Professional Learning Communities during collaboration time at all schools. Focus on a culture of collaboration, data-driven decision making, and a focus on student learning. Create common formative assessments and interventions. Create a common PLC form to document PLC goals, action steps, and student monitoring of academic progress, specifically for English language learners and students with disabilities.

Implement effective Professional Learning Communities during collaboration time at all schools. Focus on a culture of collaboration, data-driven decision making, and a focus on student learning. Create common formative assessments and interventions. Create a common PLC form to document PLC goals, action steps, and student monitoring of academic progress, specifically for English language learners and students with disabilities.

Implement effective Professional Learning Communities during collaboration time at all schools. Focus on a culture of collaboration, data-driven decision making, and a focus on student learning. Create common formative assessments and interventions. Create a common PLC form to document PLC goals, action steps, and student monitoring of academic progress, specifically for English language learners and students with disabilities.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference	; No additional costs.	; No additional costs.	; No additional costs.
Amount	\$200,000	\$104,731	\$104,731
Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II

Budget  
Reference

Services and Other Operating Expenses	Books and Supplies; 01.0-40350.0-11100-10000 =& 21000 737XXX	Books and Supplies; 01.0-40350.0-11100-10000 =& 21000 737XXX
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**Action 17**

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

Provide ongoing coaching/professional development to teachers regarding integrated and designated ELD.

**2018-19**

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

Provide ongoing coaching/professional development to teachers regarding integrated and designated ELD.

**2019-20**

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

Provide ongoing coaching/professional development to teachers regarding integrated and designated ELD.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$353,600	\$178,740	\$178,740
Source	Federal Revenues - Title I	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	Certificated Salaries	Services and Other Operating Expenses; 01.0-42030.0-47600-1XXXXX & 21XXXX - Multi Loc	Services and Other Operating Expenses; 01.0-42030.0-47600-1XXXXX & 21XXXX - Multi Loc
Amount	\$88,400	\$0	\$0
Source	Federal Revenues - Title I	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

**Action 18**

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

The LEA will provide additional English Language Development support via extended day and invention programs for struggling English Language Learners. Program used will be monitored by site and district administration.

**2018-19**

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

The LEA will provide additional English Language Development support via extended day and invention programs for struggling English Language Learners. Program used will be monitored by site and district administration.

**2019-20**

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

The LEA will provide additional English Language Development support via extended day and invention programs for struggling English Language Learners. Program used will be monitored by site and district administration.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$250,000	\$0	\$0
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses
Amount	\$40,000	\$100,000	\$100,000
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	Certificated Salaries	Certificated Salaries; 01.0-30100.0-11181-10000-1130-6120000 A Teachers Salaries-Hrly/Daily	Certificated Salaries; 01.0-30100.0-11181-10000-1130-6120000 A Teachers Salaries-Hrly/Daily
Amount	\$10,000	\$22,000	\$22,000

Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	Employee Benefits	Employee Benefits; @ 22% Stat	Employee Benefits; @ 22% Stat

**Action 19**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

Unchanged Action
The LEA will offer additional Spanish coursed for Spanish speakers to assist targeted students in attaining the Seal of Bi-literacy.

**2018-19**

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

Unchanged Action
The LEA will offer additional Spanish coursed for Spanish speakers to assist targeted students in attaining the Seal of Bi-literacy

**2019-20**

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

Unchanged Action
The LEA will offer additional Spanish coursed for Spanish speakers to assist targeted students in attaining the Seal of Bi-literacy

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$400,000	\$113,910	\$113,910
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$80,000	\$25,060	\$25,060
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits; @ 22% bene	Employee Benefits; @ 22% bene

**Action 20**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

New Action
All English learners will be assessed on the state mandated ELPAC Initial/Summative assessment to measure proficiency as well for appropriate placement in an educational setting.

**2018-19**

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

Unchanged Action
All English learners will be assessed on the state mandated ELPAC Initial/Summative assessment to measure proficiency as well for appropriate placement in an educational setting.

**2019-20**

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

Unchanged Action
All English learners will be assessed on the state mandated ELPAC Initial/Summative assessment to measure proficiency as well for appropriate placement in an educational setting.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$40,000	\$42,806	\$42,806
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries; CWA TECHNICIAN \$42,806 + \$33,706 (bene)	Certificated Salaries; CWA TECHNICIAN \$42,806 + \$33,706 (bene)
Amount	\$10,000	\$33,706	\$33,706
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits; CWA TECHNICIAN \$42,806 + \$33,706 (bene)	Employee Benefits; CWA TECHNICIAN \$42,806 + \$33,706 (bene)

**Action 21**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

**2018-19**

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

**2019-20**

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

Administration will monitor implementation of strategies to support English learners to access content and develop language and academic language in every classroom through classroom observations, lesson plan review, or PLC discussions.

Administration will monitor implementation of strategies to support English learners to access content and develop language and academic language in every classroom through classroom observations, lesson plan review, or PLC discussions.

Administration will monitor implementation of strategies to support English learners to access content and develop language and academic language in every classroom through classroom observations, lesson plan review, or PLC discussions.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$242,000	\$242,000
Source		Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference		Books and Supplies; 01.0-42030.0-47600-10000-4340-7270000 A Computer Software & Relat Exp	Books and Supplies; 01.0-42030.0-47600-10000-4340-7270000 A Computer Software & Relat Exp

**Action 22**

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

Use a monitoring system to assist with identification, placement, and monitoring of all English Learners.

**2018-19**

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

Use a monitoring system to assist with identification, placement, and monitoring of all English Learners.

**2019-20**

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

Use a monitoring system to assist with identification, placement, and monitoring of all English Learners.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$40,000	\$41,352	\$41,352
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	;	Books and Supplies; 01.0-42030.0-47600-10000-4XXX	Books and Supplies; 01.0-42030.0-47600-10000-4XXX

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

Modified Goal

### Goal 3

**GOAL 3: Create a safe and welcoming learning environments where students and families are engaged and connected to their schools in order to support and increase student success.**

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

State Priorities: 3. Parent involvement; 5. Pupil engagement; 6. School climate; 8. Other pupil outcomes  
Local Priorities:

#### Identified Need:

We need to continue to work in this area. Stakeholder input strongly recommended that we increase efforts in this area

Our information on student engagement was limited to voluntary surveys and to suspension and referral numbers. We need to make more efforts to gather that information in multiple ways so we can increase the effectiveness of our efforts.

Although the Dashboard shows that the suspension and expulsion reduction has been an area of strength, stakeholder input strongly recommended that we increase efforts in this area.

#### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Aeries Attendance Data	Student daily attendance was 95% as measured by attendance data.	By June 2018, student daily attendance will be 96% or higher as measured by attendance data.	By June 2019, student daily attendance will be 96% or higher as measured by attendance data.	By June 2020, student daily attendance will be 96% or higher as measured by attendance data.
Chronic Absenteeism CA School Dashboard	The chronic absenteeism rate is 17% as measured by attendance data.	By June 2018 the chronic absenteeism rate will decrease by 1% as measured by attendance data.	By June 2018 the chronic absenteeism rate will decrease by .5% as measured by attendance data.	By June 2018 the chronic absenteeism rate will decrease by .5% as measured by attendance data.
Attendance Data- Truancy	Chronic truancy rate is 30% as measured by attendance data.	By June 2018, the chronic truancy rate will drop by 2% as measured by attendance data.	By June 2019, the chronic truancy rate will drop by 2% as measured by attendance data.	By June 2020, the chronic truancy rate will drop by 2% as measured by attendance data.
High School Attendance Data	High School attendance rates are 96% as measured by attendance data.	By June 2018, High School attendance rates will increase by 1% as measured by attendance data.	By June 2019, High School attendance rates will increase by .5% as measured by attendance data.	By June 2020, High School attendance rates will increase by .5% as measured by attendance data.
Graduation Rate Data	The three comprehensive high schools' graduation rate is 87% as measured by	By June 2018, the average of our 3 comprehensive high schools' graduation rates will increase by	By June 2019, the average of our 3 comprehensive high schools' graduation rates will increase by	By June 2020, the average of our 3 comprehensive high schools' graduation rates will increase by



	graduation rate data.	1% as measured by graduation rate data.	1% as measured by graduation rate data.	1% as measured by graduation rate data.
<b>High School Dropout Data</b>	The High School dropout rate is 21% as measured by dropout data.	By June 2018, the High School dropout rate will decline by 1% as measured by dropout data.	By June 2019, the High School dropout rate will decline by 1% as measured by dropout data.	By June 2020, the High School dropout rate will decline by 1% as measured by dropout data.
<b>Middle School Dropout Data</b>	The Middle School dropout rate is 0.3% as measured by dropout data.	By June 2018, the Middle School dropout rate will be maintained or decline as measured by dropout data.	By June 2019, the Middle School dropout rate will be maintained or decline as measured by dropout data.	By June 2020, the Middle School dropout rate will be maintained or decline as measured by dropout data.
<b>Teacher Attendance Data</b>	Teacher attendance rate is 92% as measured by teacher attendance logs.	By June 2018, Teacher attendance will increase by 2% as measured by teacher attendance logs.	By June 2019, Teacher attendance will increase by 2% as measured by teacher attendance logs.	By June 2020, Teacher attendance will increase by 2% as measured by teacher attendance logs.
<b>Suspension rates data</b>	Pupil suspensions rates decline by 1% as measured by suspension data.	By June 2018, pupil suspensions rates will decline by 1% as measured by suspension data.	By June 2019, pupil suspensions rates will decline by 1% as measured by suspension data.	By June 2020, pupil suspensions rates will decline by 1% as measured by suspension data.
<b>Expulsion rate data</b>	Pupil expulsion rates will remain at 0.05% as measured by expulsion data.	By June 2018, pupil expulsion rates will remain below 0.05% as measured by expulsion data.	By June 2019, pupil expulsion rates will remain below 0.05% as measured by expulsion data.	By June 2020, pupil expulsion rates will remain below 0.05% as measured by expulsion data.
<b>Student Needs Assessment and LCAP Survey results</b>	57.21% of students feel safe at school as measured by survey data.	By June 2018, students stating that they feel safe at school will increase by 2% as measured by survey data.	By June 2019, students stating that they feel safe at school will increase by 2% as measured by survey data.	By June 2020, students stating that they feel safe at school will increase by 2% as measured by survey data.
<b>Parent survey data</b>	56% of parents believe that their school maintains a positive school climate as evidenced by student safety, school connectedness, and reduced suspensions and expulsions.	By June 2018, parents believing that their school maintains a positive school climate as evidenced by student safety, school connectedness, and reduced suspensions and expulsions will increase by 5%.	By June 2019, parents believing that their school maintains a positive school climate as evidenced by student safety, school connectedness, and reduced suspensions and expulsions will increase by 5%.	By June 2020, parents believing that their school maintains a positive school climate as evidenced by student safety, school connectedness, and reduced suspensions and expulsions will increase by 5%.
<b>Teacher survey data</b>	51% of teachers believe that their school maintains a positive school climate as evidenced by student safety, school connectedness, and	By June 2018, teachers believing that their school maintains a positive school climate as evidenced by student safety, school connectedness, and	By June 2019, teachers believing that their school maintains a positive school climate as evidenced by student safety, school connectedness, and	By June 2020 teachers believing that their school maintains a positive school climate as evidenced by student safety, school connectedness, and

	reduced suspensions and expulsions	reduced suspensions and expulsions will increase by 5%.	reduced suspensions and expulsions will increase by 5%.	reduced suspensions and expulsions will increase by 5%.
Staff meetings Agendas and Sign ins	All staff was trained in safety plans and safety supplies were replenished as needed as measured by staff meetings, sign in sheets and purchase orders.	By June 2018, new staff was trained in safety plans and safety supplies were replenished as needed as measured by staff meetings, sign in sheets and purchase orders.	By June 2019, new staff was trained in safety plans and safety supplies were replenished as needed as measured by staff meetings, sign in sheets and purchase orders.	by 2020, new staff was trained in safety plans and safety supplies were replenished as needed as measured by staff meetings, sign in sheets and purchase orders.

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

### Actions/Services

**2017-18**

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

3b.1 Provide student interventions and parent/student outreach and support to increase student attendance. Have two enrollment fairs per year to increase enrollment efforts.

**2018-19**

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

Provide student interventions and support services for students who are chronically absent (students who have missed more than 10% of school). Intervention and support services may include social-emotional counseling, transportation support, and student incentives.

**2019-20**

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

Provide student interventions and support services for students who are chronically absent (students who have missed more than 10% of school). Intervention and support services may include social-emotional counseling, transportation support, and student incentives.

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$60,000	\$79,840	\$79,840
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Certificated Salaries; One intervention teachers \$79,840   \$31,256 (bene)	Certificated Salaries; One intervention teachers \$79,840   \$31,256 (bene)
Amount	\$130,000	\$0	\$0

Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses
Amount	\$20,000	\$31,256	\$31,256
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits; One intervention teachers \$79,840   \$31,256 (bene)	Employee Benefits; One intervention teachers \$79,840   \$31,256 (bene)

**Action 2**

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

Modified Action

**2018-19**

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

Unchanged Action
Continue to employ 1 FTE liaison for homeless/foster youth and parents to assist families with transportation, school supplies, uniforms, and community resources.

**2019-20**

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

Unchanged Action
Continue to employ 1 FTE liaison for homeless/foster youth and parents to assist families with transportation, school supplies, uniforms, and community resources.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$39,655	\$39,655
Source		Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference		Classified Salaries; COMMUNITY LIAISON SPEC. \$39,655   \$19,292	Classified Salaries; COMMUNITY LIAISON SPEC. \$39,655   \$19,292
Amount	\$0	\$19,292	\$19,292
Source		Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference		Employee Benefits; COMMUNITY LIAISON SPEC. \$39,655   \$19,292	Employee Benefits; COMMUNITY LIAISON SPEC. \$39,655   \$19,292

**Action 3**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

Unchanged Action

**2018-19**

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

Unchanged Action

**2019-20**

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

Unchanged Action

3b. 5 Employ 2.5 FTE district nurses to provide required health screenings.

Employ 2.5 FTE district nurses to provide required health screenings.

Employ 2.5 FTE district nurses to provide required health screenings.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$200,000	\$274,799	\$274,799
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries; 4 SCHOOL NURSES \$274,799   \$97,472 (bene)	Classified Salaries; 4 SCHOOL NURSES \$274,799   \$97,472 (bene)
Amount	\$55,000	\$97,472	\$97,472
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits; 4 SCHOOL NURSES \$274,799   \$97,472 (bene)	Employee Benefits; 4 SCHOOL NURSES \$274,799   \$97,472 (bene)

**Action 4**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

Unchanged Action

3b. 6 Employ additional .5 FTE nursing and 10 FTE health staff at schools with high unduplicated pupil populations to support student health needs.

**2018-19**

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

Unchanged Action

Employ additional .5 FTE nursing and 10 FTE health staff at schools with high unduplicated pupil populations to support student health needs.

NEED TO LOOK INTO THIS BECAUSE WE DO NOT HAVE HEALTH STAFF

**2019-20**

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

Unchanged Action

Employ additional .5 FTE nursing and 10 FTE health staff at schools with high unduplicated pupil populations to support student health needs.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$30,500	\$0	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$330,000	\$274,764	\$274,764
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries; 6 NURSE TECH \$273,764   \$140,186 (bene)	Classified Salaries; 6 NURSE TECH \$273,764   \$140,186 (bene)

Amount	\$120,000	\$140,186	\$140,186
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits; 6 NURSE TECH \$273,764   \$140,186 (bene)	Employee Benefits; 6 NURSE TECH \$273,764   \$140,186 (bene)



**Action 5**

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

Students in foster Care will remain in their school of origin. When in their best interest, transportation will be provided, arranged and funded for the duration of time in foster care.

**2018-19**

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

Students in foster Care will remain in their school of origin. When in their best interest, transportation will be provided, arranged and funded for the duration of time in foster care.

**2019-20**

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

Students in foster Care will remain in their school of origin. When in their best interest, transportation will be provided, arranged and funded for the duration of time in foster care.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$11,000	\$11,000
Source		LCFF	LCFF
Budget Reference		Services and Other Operating Expenses; 1.0-02000.0-11100-10000-5850-2060000 A Conslt/Ind Contractors(NonEmp) 01.0-02000.0-11100-10000-5890-2120000 A Other Services	Services and Other Operating Expenses; 1.0-02000.0-11100-10000-5850-2060000 A Conslt/Ind Contractors(NonEmp) 01.0-02000.0-11100-10000-5890-2120000 A Other Services

**Action 6**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

**2018-19**

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

**2019-20**

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

3b. 7 Provide ongoing training to teachers and administrators on Unconscious Bias Training to help promote a welcoming and engaging learning environment for students.

Provide ongoing training to teachers and administrators on Unconscious Bias Training to help promote a welcoming and engaging learning environment for students.

Provide ongoing training to teachers and administrators on Unconscious Bias Training to help promote a welcoming and engaging learning environment for students.  
  
REVIEW

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$24,000	\$0	\$0
Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title I
Budget Reference	Certificated Salaries	Certificated Salaries	Certificated Salaries
Amount	\$6,000	\$0	\$0
Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits
Amount	\$0	\$63,000	\$63,000

Source		LCFF	LCFF
Budget Reference		Services and Other Operating Expenses; 01.0-02000.0-11100-10000-5XXX	Services and Other Operating Expenses; 01.0-02000.0-11100-10000-5XXX

**Action 7**

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

**Students to be Served:**

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

Students with Disabilities

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

Unchanged Action

3b. 9 Employ 5 FTE Psychologists to work with students with disabilities as needed.

**2018-19**

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

Unchanged Action

Employ 5 FTE Psychologists to work with students with disabilities as needed.

**2019-20**

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

Unchanged Action

Employ 5 FTE Psychologists to work with students with disabilities as needed.

CONSIDER COMBINING ACTION 8 AND 9

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$400,000	\$573,038	\$573,038
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries; 7.4 School Psych \$573,038   \$234, 201 (bene)	Certificated Salaries; 7.4 School Psych \$573,038   \$234, 201 (bene)
Amount	\$110,000	\$234,201	\$234,201
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits; 7.4 School Psych \$573,038   \$234, 201 (bene)	Employee Benefits; 7.4 School Psych \$573,038   \$234, 201 (bene)

**Action 8**

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

3b. 10 Employ an additional 6 FTE Psychologists to provide additional psychological and mental health services to foster youths and students from low income families.

**2018-19**

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

Employ an additional 5 FTE Psychologists to provide additional psychological and mental health services to foster youths and students from low income families.

**2019-20**

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

Employ an additional 5 FTE Psychologists to provide additional psychological and mental health services to foster youths and students from low income families.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$480,000	\$573,038	\$573,038
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries; 7.4 School Psych \$573,038   \$234, 201 (bene)	Certificated Salaries; 7.4 School Psych \$573,038   \$234, 201 (bene)
Amount	\$126,000	\$234,201	\$234,201
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits; 7.4 School Psych \$573,038   \$234, 201 (bene)	Employee Benefits; 7.4 School Psych \$573,038   \$234, 201 (bene)

**Action 9**

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

New Action
3b. 13 Explore measurements that will provide more accurate information on student engagement that can be given annually for students in grades 5 through 12.

**2018-19**

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

New Action
Administer the California Healthy Kids Survey (CHKS) and the School Climate Assessment Instrument (SCAI) School Survey to measure school culture, climate and student social emotional well-being.

**2019-20**

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

New Action
Administer the California Healthy Kids Survey (CHKS) and the School Climate Assessment Instrument (SCAI) School Survey to measure school culture, climate and student social emotional well-being.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$15,000	\$10,600	\$10,600
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Services and Other Operating Expenses; 01.0-02000.0-11100-10000-5850-2100000 A Conslt/Ind Contractors(NonEmp)	Services and Other Operating Expenses; 01.0-02000.0-11100-10000-5850-2100000 A Conslt/Ind Contractors(NonEmp)

**Action 10**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

Unchanged Action
Employ school security and police officers at school sites with high number of unduplicated student populations.

**2018-19**

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

Unchanged Action
Employ school security and police officers at school sites with high number of unduplicated student populations.

**2019-20**

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

Unchanged Action
Employ school security and police officers at school sites with high number of unduplicated student populations.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$1,600,000	\$870,309	\$870,309
Source		LCFF	LCFF
Budget Reference		Classified Salaries; 5 Total PD \$306,860  \$171,832 (bene) 14 School Safety \$563,449  \$401,357 (bene)	Classified Salaries; 5 Total PD \$306,860  \$171,832 (bene) 14 School Safety \$563,449  \$401,357 (bene)
Amount	\$0	\$573,189	\$573,189
Source		LCFF	LCFF
Budget Reference		Employee Benefits; 5 Total PD \$306,860  \$171,832 (bene) 14 School Safety \$563,449  \$401,357 (bene)	Employee Benefits; 5 Total PD \$306,860  \$171,832 (bene) 14 School Safety \$563,449  \$401,357 (bene)

**Action 11**

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

**Students to be Served:**

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

All

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

**2018-19**

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

**2019-20**

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

2017-18	2018-19	2019-20
Modified Action	Unchanged Action	Unchanged Action
Employ 10 FTE secondary counselors to work with students to provide counseling placement, and other basic services	Employ 10 FTE secondary counselors to work with students to provide counseling placement, and other basic services	Employ 10 FTE secondary counselors to work with students to provide counseling placement, and other basic services

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$815,569	\$815,569
Source		LCFF	LCFF
Budget Reference		Certificated Salaries; 11 Counselors \$815,569   \$334,179 (bene)	Certificated Salaries; 11 Counselors \$815,569   \$334,179 (bene)
Amount	\$0	\$334,179	\$334,179
Source		LCFF	LCFF
Budget Reference		Employee Benefits; 11 Counselors \$815,569   \$334,179 (bene)	Employee Benefits; 11 Counselors \$815,569   \$334,179 (bene)



**Action 12**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

New Action
Employ 4 FTE elementary school counselors to support student social/emotional needs to support academic achievement of student experiencing trauma and other difficult life circumstances. One with hold a social work degree to provide mental health counseling and supervise interns.

**2018-19**

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

Unchanged Action
Employ 4 FTE elementary school counselors to support student social/emotional needs to support academic achievement of student experiencing trauma and other difficult life circumstances. One with hold a social work degree to provide mental health counseling and supervise interns.

**2019-20**

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

Unchanged Action
Employ 4 FTE elementary school counselors to support student social/emotional needs to support academic achievement of student experiencing trauma and other difficult life circumstances. One with hold a social work degree to provide mental health counseling and supervise interns.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$147,828	\$147,828
Source		Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference		Certificated Salaries; 2 counselors	Certificated Salaries; 2 counselors
Amount	\$0	\$65,523	\$65,523
Source		Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference		Certificated Salaries; 2 counselors	Certificated Salaries; 2 counselors

Amount	\$0	\$73,914	\$73,914
Source		LCFF	LCFF
Budget Reference		Certificated Salaries; 1 counselor	Certificated Salaries; 1 counselor
Amount	\$0	\$32,762	\$32,762
Source		LCFF	LCFF
Budget Reference		Employee Benefits; 1 counselor	Employee Benefits; 1 counselor

**Action 13**

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

Employ a district license social worker to service the social emotional and mental health needs our unduplicated pupil groups at all schools.

**2018-19**

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

Employ a district license social worker to service the social emotional and mental health needs our unduplicated pupil groups at all schools.

**2019-20**

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

Employ a district license social worker to service the social emotional and mental health needs our unduplicated pupil groups at all schools.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$110,000	\$0	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries; Not budgeted	Certificated Salaries; Not budgeted

**Action 14**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

Modified Action
Provide training on Positive Behavior Interventions and Supports to teachers and site administrators as needed to create safe learning environments at schools with high UDP populations.

**2018-19**

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

Modified Action
Provide training on Positive Behavior Interventions and Supports to teachers and site administrators as needed to create safe learning environments at schools with high UDP populations.

**2019-20**

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

Modified Action
Provide training on Positive Behavior Interventions and Supports to teachers and site administrators as needed to create safe learning environments at schools with high UDP populations.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$200,000	\$0	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses; Not Budgeted	Services and Other Operating Expenses; Not Budgeted

**Action 15**

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

**Students to be Served:**

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

All

**Location(s):**

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

Specific Schools: Morningside high, worthington and woodworth-monroe

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

New Action

The district will collaborate with the Los Angeles Education Partnership (LAEP) to align program and services across this cluster of feeder pattern Schools using the community school national model.

**2018-19**

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

Unchanged Action

The district will collaborate with the Los Angeles Education Partnership (LAEP) to align program and services across this cluster of feeder pattern Schools using the community school national model.

**2019-20**

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

Unchanged Action

The district will collaborate with the Los Angeles Education Partnership (LAEP) to align program and services across this cluster of feeder pattern Schools using the community school national model.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference		; Not budgeted. Will update when final confirmation is received.	; Not budgeted. Funds might be one-time.

**Action 16**

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

Foster Youth, Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

Specific Grade Spans:

**Actions/Services**

**2017-18**

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

Modified Action
Provide additional structured support and supervision during k-8 recess time at schools with high unduplicated student counts.  (Outside contractors and an additional 12,855 hours of classified staffing)

**2018-19**

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

Unchanged Action
Provide additional structured support and supervision during k-8 recess time at schools with high unduplicated student counts.  (Outside contractors and an additional 12,855 hours of classified staffing)  CF Fitness; SHOULD WE WRITE A SPECIFIC ACTION TO SUPPORT CF FITNESS

**2019-20**

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

Unchanged Action
Provide additional structured support and supervision during k-8 recess time at schools with high unduplicated student counts.  (Outside contractors and an additional 12,855 hours of classified staffing)

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$320,000	\$156,500	\$156,500
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses; 01.0-02000.0-11100-1000-5XXX Multi Locations	Services and Other Operating Expenses; 01.0-02000.0-11100-1000-5XXX Multi Locations
Amount	\$120,000	\$0	\$0
Source	LCFF	LCFF	LCFF

Budget Reference	Classified Salaries	Classified Salaries; Not budgeted.	Classified Salaries; Not budgeted.
Amount	\$21,000	\$0	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits; Not budgeted.	Employee Benefits; Not budgeted.

**Action 17**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

Unchanged Action

Provide 9,304 hours of k-8 recess supervision.

**2018-19**

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

Unchanged Action

Provide 9,304 hours of k-8 recess supervision.

**2019-20**

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

Unchanged Action

Provide 9,304 hours of k-8 recess supervision.

REVISIT THIS ACTION

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$80,000	\$195,123	\$195,123
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries; 01.0-00000.0-11300-10000-2931 - Multi Locations   Noon Duty Aides	Classified Salaries; 01.0-00000.0-11300-10000-2931 - Multi Locations   Noon Duty Aides
Amount	\$21,000	\$42,927	\$42,927
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits



**Action 18**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

Unchanged Action

Provide basic emergency supplies and safety training at all sites.

**2018-19**

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

Unchanged Action

Provide basic emergency supplies and safety training at all sites.

**2019-20**

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

Unchanged Action

Provide basic emergency supplies and safety training at all sites.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$300,000	\$138,594	\$138,594
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies; 01.0-00000.0-00000-73000-4310 Muti Locations : Materials & Supplies	Books and Supplies; 01.0-00000.0-00000-73000-4310 Muti Locations : Materials & Supplies

**Action 19**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

Unchanged Action

Employ adequate school office support staff to maintain safe schools.

**2018-19**

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

Unchanged Action

Employ adequate school office support staff to maintain safe schools.

**2019-20**

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

Unchanged Action

Employ adequate school office support staff to maintain safe schools.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$2,400,000 (repeat expenditure)	\$1,937,417 (repeat expenditure)	\$1,937,417 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries; RRMA/TRANS	Classified Salaries; RRMA/TRANS
Amount	\$800,000 (repeat expenditure)	\$1,192,327 (repeat expenditure)	\$1,192,327 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

**Action 20**

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

Modified Action
Continue to employ an additional 22 FTE school office support to schools with high unduplicated student counts to assist families and students. Schools with lower classes sizes have more teachers and staff, thereby increasing the work load for office support staff and the need for more staff. The staff provides additional services for Foster Youth, Low Income and English Learners like referrals to services and resources, instructional materials as needed, help filling out additional form, etc.

**2018-19**

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

Modified Action
Continue to employ an additional 22 FTE school office support to schools with high unduplicated student counts to assist families and students. Schools with lower classes sizes have more teachers and staff, thereby increasing the work load for office support staff and the need for more staff. The staff provides additional services for Foster Youth, Low Income and English Learners like referrals to services and resources, instructional materials as needed, help filling out additional form, etc.

**2019-20**

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

Modified Action
Continue to employ an additional 22 FTE school office support to schools with high unduplicated student counts to assist families and students. Schools with lower classes sizes have more teachers and staff, thereby increasing the work load for office support staff and the need for more staff. The staff provides additional services for Foster Youth, Low Income and English Learners like referrals to services and resources, instructional materials as needed, help filling out additional form, etc.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$1,000,000	\$790,426	\$790,426
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries	Classified Salaries; 18.5 School Office Mgr	Classified Salaries; 18.5 School Office Mgr
Amount	\$300,000	\$493,141	\$493,141

Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits	Employee Benefits	Employee Benefits

**Action 21**

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

Modified Action
Provide staff training at targeted school sites on Emergency Preparedness and Response training and implementation, and provide additional safety supplies as needed. These schools often face lock-downs and emergency situations. Staff needs to be prepared and have adequate supplies.

**2018-19**

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

Modified Action
Provide staff training at targeted school sites on Emergency Preparedness and Response training and implementation, and provide additional safety supplies as needed. These schools often face lock-downs and emergency situations. Staff needs to be prepared and have adequate supplies.

**2019-20**

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

Modified Action
Provide staff training at targeted school sites on Emergency Preparedness and Response training and implementation, and provide additional safety supplies as needed. These schools often face lock-downs and emergency situations. Staff needs to be prepared and have adequate supplies.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$100,000	\$30,000	\$30,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Certificated Salaries; 01.0-00000.0-11101-10000-1170 Multi Locations	Certificated Salaries; 01.0-00000.0-11101-10000-1170 Multi Locations
Amount	\$0	\$6,600	\$6,600

Source		LCFF	LCFF
Budget Reference		Employee Benefits	Employee Benefits

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds:

\$23,892,237

Percentage to Increase or Improve Services:

32.57%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

### Actions/Services Contributing to meeting the increased or improved services and identified as LEA-wide.

*We have multiple actions contributing to increased and/or improved services since we have an 84.5% low income. Actions added are related to safety, attendance recovery, student interventions, building staff capacity to address the needs of students, additional materials and resources, communication and interventions for UDP.*

#### Goal 1: Action 3

Foster Youth and Low Income students will have additional instructional materials and technology in schools with high unduplicated student populations to provide a broad course of study designed to meet A-G requirements. This action is principally directed to Foster Youth and Low Income students because of the higher incident of interrupted schooling that often affects these groups. Therefore, by providing additional instructional materials and access to technology, they can participate in online classes that are specifically designed for credit recovery and acceleration of courses. This will mitigate falling behind and students will be able to graduate meeting A-G requirements.

#### Goal 1: Action 4

Provide additional instructional supplies to enhance elective opportunities and access to the arts for students from low income families, Foster Youth, and Homeless. This is principally directed at students so they can receive assistance in having access to musical instruments, art supplies, other VAPA related expenses. Families that faced poverty need assistance in getting materials for extracurricular courses such as these that provide access to a broad course of study.

#### Goal 1: Action 14

Recruit and maintain additional highly qualified administrative and teaching staff to support our low income, ELL, and foster youth students. This will maintain lower class sizes at sites with high unduplicated students. Additional administrative staff is hired so they can help families with personalized assistance, communication, and referrals to community resources. They will also have oversight of additional employees and their performance in the delivery of instruction and services to students of low income, ELL, and foster youth. This action is key in the delivery of intervention programs and services for students and to support language fluency for English Learners in primary grades and for Long Term English Learners in upper grades. In addition, teachers will be able to work with students of Low Income and Foster Youth to provide personalized learning and immediate intervention by using multiple assessments to drive instruction.

#### Goal 2: Action 1

Provide additional CCSS instructional resources and hands-on experiences to help targeted students master the core California Common Core State Standards. Research has shown that students learn best by doing and students of low economic resources lack the resources to travel to areas that provide these educational experiences. This action is principally directed at providing students with experiences that support the core curriculum by visiting sites that make science and history come alive. Additional resources such as realia and manipulatives are also provided in class to provide students with hands-on experiences that they might not be able to access otherwise.

#### Goal 2: Action 4

Provide AVID programs in schools with high a number of targeted students to help students master the California State Standards and to help implement a college and career going culture. (CCSS). AVID is a program that is designed for students whose parents have not attended college. This program help students learn organizational and study skills, problem solving skills, and exposure to colleges and careers. This is principally directed at low income students that do not have access to these resources.

#### Goal 2: Action 14

Continue to employ additional 8 FTE IT support data clerks at sites with high unduplicated student counts to enhance access to technology for students. Lower class sizes will increase staffing and technology demands at targeted sites. This increases the workload for technology staff and increases the need for additional staff. This is principally directed to sites with high populations of low income students. Data clerks offer assistance to their parents with access to technology to register their students to school, for lunch applications, Parent Portal and such. Also, more technology is provided to students that might not have these resources at home so they can fully participate in the instructional program.

Goal 2: Action 19

The LEA will offer additional Spanish courses for Spanish speakers at high schools and middle schools to assist targeted students in attaining the Seal of Bi-literacy. This will increase college and career opportunities to English Learners after graduation.

Goal 3: Action 1

Provide student interventions and parent/student outreach and support to increase student attendance. Have two enrollment fairs per year to increase enrollment efforts. Services to enroll students will be provided in strategic locations so students can receive information and interventions for attendance at their local schools. Interventions include access to transportation, implementing strong communication channels with the schools, help filling out applications for free services. Parents that live in poverty areas often need additional resources in order to access services at the school site. They might lack access to transportation, technology, information. Therefore, this action will ameliorate these conditions and circumstances by providing additional support and access at locations closest to low income areas.

Goal 3: Action 8

Discipline referral and suspension data for the 17-18 school year reflected the need to provide additional psychological services to foster and homeless identified youth to address social emotional trauma, depression and an inability of many students unable to cope with chronic stress. Additional school psychologist are needed to help students process their emotional responses to adversity through individual and small group counseling.

Goal 3: Action 9

Administering the California Healthy Kids Survey (CHKS) will allow the district to measure school culture and climate across the district and identify the appropriate social emotional interventions for foster youth and socially disadvantaged students based on data.

Goal 3: Action 10

Employ school security and police officers at school sites with high unduplicated student populations. Schools in higher crime areas are very vulnerable and require security and police support. They supervise schools before, during and after school to ensure students are safe. In addition, lower class sizes result in more areas needing security and supervision at targeted sites. Additional security personnel is effective in providing a safe environment so students can feel safe during school, after school, summer school, and on the weekend. Extra officers and security provides a safer environment for students and also a opportunity for them to experience a positive connection with the police and security officers

Goal 3: Action 13

Employing a full time District Social Worker will provide school site administrators and counselors assistance in providing appropriate social services to students and families in need of mental health, counseling, housing, food, medical care and other identified needs. A full time District Social Worker will also allow the district to partner with colleges/universities to place university social work interns at the district.

Goal 3: Action 16

Provide additional structured support and supervision during K-8 recess time at schools with high unduplicated student counts. (Outside contractors and an additional 12,855 hours of classified staffing) These services are in addition to the base. These services are principally directed to low income students that might not have access to playing outside due to the housing and safety conditions that they face. This action provides three things: wellness, connectedness and a safe environment. It promotes wellness by participating in physical activities. It enhances connectedness by providing students with smaller adult to student ratios and organized team experiences. It also provides a safer environment by increasing supervision while students are at play.

**Actions/Services Contributing to meeting the increased or improved services and identified as Schoolwide.**

*These services are provided to specific schools with high numbers of UDP. Services are provided for schools with in more areas needing security at targeted sites that are in high crime areas. Bennett-Kew, Centinela, Crozier, Highland, Hudnall, Inglewood High, Kelso, Monroe, Morningside, Oak,*



Goal 1: Action 10

Employ an additional 24 FTE custodians to maintain and support schools with high unduplicated student counts. This is principally directed at low income students in order to implement environments that enhance the Positive Behavior Intervention programs at schools, in addition safe and clean environments within the school site that in contrast to community areas riddled with high crime, vandalism, and unsafe conditions. These schools, *Bennett-Kew, Centinela, Crozier, Highland, Hudnall, Inglewood High, Kelso, Monroe, Morningside, Oak, Payne, W. Lane Woodworth, Worthington*, face challenges due to break ins, incidents of vandalism and other crimes. Custodians must keep the peripheral areas clean under these circumstances. They work during the day as well as night shifts and on weekends to maintain schools to minimize disruptions during the instructional day. This is effective because it allows students to learn in an environment that provides a sense of safety during school as well as during intervention and enrichment programs after school.

Goal 1: Action 11

Employ two additional groundsmen to maintain and support schools in emergency situations with high unduplicated student counts. (LCFF). These schools are in areas of high crime resulting in higher incidences of vandalism, trash, breaking sprinklers and theft. This crew will act swiftly in order to maintain a safe and orderly environment. This will be effective in increasing students' sense of safety so they can learn in a risk free environment.

Goal 1: Action 15

4 Continue to employ 7 FTE properly credentialed Dual Immersion teachers at targeted schools (in addition to base teacher ratio) to support learning for English language learners and to lower class sizes for targeted students. This allows English Learners to learn English in a rigorous and literacy rich environment where they serve as language models for their peers and at the same time develop language in authentic settings. Research has demonstrated that English Learners in dual immersion programs outperform those in other language models.

Goal 3: Action 14

Provide Positive Behavioral Interventions and Supports training to teachers and site administration as needed to enhance safe learning environments at schools with high UDP populations. Students that attend sites that are in high crime areas are likely to live in high crime areas since most of our students attend neighborhood schools. Students in these areas could be exposed and witness crimes, drug use, and violence thus presenting trauma inducing experiences. PBIS helps teachers and administrators create safe and predictable environments that focuses on prevention. These strategies help ameliorate the conditions that student face by providing an environment with caring adults that establish common expectations, predictable and structured environments that support trauma informed practices.

Goal 3: Action 20

Continue to employ an additional 22 FTE school office support to schools with high unduplicated student counts to assist families and students. The staff provides additional services for Foster Youth, Low Income, and English Learners by providing their parents with assistance in filling out forms, registering to School Messenger and Aeries Parent Portal, providing them with referrals to free or low cost community services, bilingual and translation services, including medical and mental health resources, food and instructional materials. These additional resources will help ameliorate the circumstances students face and change the conditions by adding services to meet their needs so they can focus on their learning.

Goal 3: Action 21

Provide staff training at targeted schools sites on Emergency Preparedness and Response training and implementation, and provide additional safety supplies as needed. These schools often face lock-downs and emergency situations. Research has shown that student learning is affected and hindered by stress and trauma causing situations. Staff need to be prepared and have adequate supplies so they can ameliorate conditions and mitigate student stress.



Estimated Supplemental and Concentration Grant Funds:

\$22,595,578

Percentage to Increase or Improve Services:

33.63%

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](#)).

**Actions/Services Contributing to meeting the increased or improved services and identified as Limited to Unduplicated Student Group(s).**

*We added actions and services for UPC by adding counselors to the base. We will also provide additional materials for targeted students in CTE courses.*

Goal 11: Action 4

3c.4: Employ an additional 9.5 FTE counselors to support student social/emotional needs for foster youth and students facing poverty. It has been determined that the displacement of children and removal from their family creates a traumatic experience. Students in high poverty areas also could live in conditions and face circumstances that could result in traumatic events. These students can benefit from additional counseling services and trauma informed practices.

Goal 2: Action 8

1a.8: Increase course offerings for linked learning/CTE Pathways at schools with high unduplicated student populations. Provide additional resources as needed. This action will help provide more access to pathways for Foster Youth, Low Income and English Learners by meeting with counselors more often and receiving guidance on how to join the pathways. They will receive help with additional instructional materials, transportation services so students can participate and access additional classes, field trips, exposure to careers.

**Actions/Services Contributing to meeting the increased or improved services and identified as LEA-wide.**

*We have multiple actions contributing to increased and/or improved services since we have an 84.5% low income. Actions added are related to safety, attendance recovery, student interventions, building staff capacity to address the needs of students, additional materials and resources, communication and interventions for UDP.*

Goal 10: Action 1, Action 3, Action 4

3b.1: Provide student interventions and parent/student outreach and support to increase student attendance. Have two enrollment fairs per year to increase enrollment efforts. Services to enroll students will be provided in strategic locations so students can receive information and interventions for attendance at their local schools. Interventions include access to transportation, implementing strong communication channels with the schools, help filling out applications for free services. Parents that live in poverty areas often need additional resources in order to access services at the school site. They might lack access to transportation, technology, information. Therefore, this action will ameliorate these conditions and circumstances by providing additional support and access at locations closest to low income areas.

3b. 3 Continue to provide attendance and credit recovery and intervention programs to targeted unduplicated pupils to increase graduation rates at LEA high schools. Students that are low income, Foster Youth, and English Learners will be provided additional opportunities to make up classes so we can ameliorate extenuating circumstances and ensure that Foster Youth, Low Income, and English Learners can graduate on time. Transiency is one of the conditions that affect Foster Youth, Low Income, and English Learners. By providing these interventions and opportunities for credit recovery, these students can graduate on time.

3b.4: Provide a parent/student outreach and enrollment center to increase enrollment services for UDP families. These services are principally directed at Foster Youth and Homeless students. These students and their families receive additional services and resources by the district community liaison. The CWA office directs them to register with the district and she helps them navigate the school system by giving them instructional materials, access to technology, training, and providing them with contacts to local agencies for additional services such as family counseling.

Goal 11: Action 7, Action 8, Action 12, Action 13

3c.7: Provide additional structured support and supervision during K-8 recess time at schools with high unduplicated student counts. (Outside contractors and an additional 12,855 hours of classified staffing) These services are in addition to the base. These services are principally directed to low income students that might not have access to playing outside due to the housing and safety conditions that they face. This action provides three things: wellness, connectedness and a safe environment. It promotes wellness by participating in physical activities. It enhances

connectedness by providing students with smaller adult to student ratios and organized team experiences. It also provides a safer environment by increasing supervision while students are at play.

3c.8: Purchase additional curricular materials and programs to promote anti-bullying and strong character education at schools with high unduplicated pupil populations. These materials will be provided to support current PBIS efforts in order to increase the implementation of welcoming environments and to provide students an avenue to report any incidents of trauma or conflict to the adults. This action is principally directed to students of low income, Foster Youth and English Learners who often face trauma, communication gaps, or other circumstances that could affect their socio-emotional well-being. Research has shown that being removed from "home" due to circumstances outside of their control, is considered a traumatic experience. Also conditions that lead to poverty could also be due to traumatic events. These materials and programs promote wellness and give students tools to deal with stress and to be able to access an adult and advocate for themselves.

3c.12: Provide training for teachers regarding strategies to support students beyond instructional needs. These strategies will help teachers increase their capacity to match the needs of their students so they can strengthen Tier I instruction (trauma informed learning, functions of behavior, differentiation). This action is principally directed to help students that face conditions and circumstances related to poverty stricken areas that have more incidents of crime, gangs, drug use, and violence. Exposure to these situations can affect students socio emotional wellbeing and hinder academic success.

3c.13: Explore opportunities to find partners to provide additional interventions for at risk Youth such as Gang Prevention and Interventions. These services are principally directed to low income students that live in areas of high Gang activity and drug use. If necessary, (1) additional FTE Intervention Person will be employed to assist with At-Risk youth.

#### Goal 2: Action 4, Action 5

1a.4: Foster Youth and Low Income students will have additional instructional materials and technology in schools with high unduplicated student populations to provide a broad course of study designed to meet A-G requirements. This action is principally directed to Foster Youth and Low Income students because of the higher incident of interrupted schooling that often affects these groups. Therefore, by providing additional instructional materials and access to technology, they can participate in online classes that are specifically designed for credit recovery and acceleration of courses. This will mitigate falling behind and students will be able to graduate meeting A-G requirements.

1a.5: Provide additional instructional supplies to enhance elective opportunities and access to the arts for students from low income families, Foster Youth, and Homeless. This is principally directed at students so they can receive assistance in having access to musical instruments, art supplies, other VAPA related expenses. Families that faced poverty need assistance in getting materials for extracurricular courses such as these that provide access to a broad course of study.

#### Goal 3: Action 8, Action 9

1b.8 Employ an additional crew of custodians (Total of 3) to maintain and support schools to deploy in emergency situations with high unduplicated student counts. (LCFF) These schools, *Bennett-Kew, Centinela, Crozier, Highland, Hudnall, Inglewood High, Kelso, Monroe, Morningside, Oak, Payne, W. Lane Woodworth, and Worthington*, are in areas of high crime resulting in higher incidences of vandalism. This crew will act swiftly in order to minimize disruption to instructional time. This will be effective in increasing students' sense of safety so they can learn in a risk free environment.

1b.9. Employ two additional groundsmen to maintain and support schools in emergency situations with high unduplicated student counts. (LCFF). These schools are in areas of high crime resulting in higher incidences of vandalism, trash, breaking sprinklers and theft. This crew will act swiftly in order to maintain a safe and orderly environment. This will be effective in increasing students' sense of safety so they can learn in a risk free environment.

#### Goal 4: Action 3, Action 4

1c.3: Recruit and maintain additional highly qualified administrative and teaching staff to support our low income, ELL, and foster youth students. This will maintain lower class sizes at sites with high unduplicated students. Additional administrative staff is hired so they can help families with personalized assistance, communication, and referrals to community resources. They will also have oversight of additional employees and their performance in the delivery of instruction and services to students of low income, ELL, and foster youth. This action is key in the delivery of intervention programs and services for students and to support language fluency for English Learners in primary grades and for Long Term English Learners in upper grades. In addition, teachers will be able to work with students of Low Income and Foster Youth to provide personalized learning and immediate intervention by using multiple assessments to drive instruction.

1c.4 Continue to employ 4 FTE properly credentialed Dual Immersion teachers plus 3 (Total of 7) at targeted schools (in addition to base teacher ratio) to support learning for English language learners and to lower class sizes for targeted students. This allows English Learners to learn English in a rigorous and literacy rich environment where they serve as language models for their peers and at the same time develop language in authentic settings. Research has demonstrated that English Learners in dual immersion programs outperform those in other language models.

Goal 6: Action 1, Action 3, Action 13, Action 17, Action 20

2a.1: Provide additional CCSS instructional resources and hands-on experiences to help targeted students master the core California Common Core State Standards. Research has shown that students learn best by doing and students of low economic resources lack the resources to travel to areas that provide these educational experiences. This action is principally directed at providing students with experiences that support the core curriculum by visiting sites that make science and history come alive. Additional resources such as realia and manipulatives are also provided in class to provide students with hand on experiences that they might not be able to access otherwise.

2a.3: Provide AVID programs in schools with high a number of targeted students to help students master the California State Standards and to help implement a college and career going culture. (CCSS). AVID is a program that is designed for students whose parents have not attended college. This program help students learn organizational and study skills, problem solving skills, and exposure to colleges and careers. This is principally directed at low income students that do not have access to these resources.

2a.13: Students in Foster care will remain in their school of origin. The CWA department will continue to collaborate with county, state and/or local child welfare agencies to implement the written procedures governing transportation of foster care children to schools of origin. When in their best interest, transportation will be provided, arranged and funded for the duration of time in foster care.

2a.17: Continue to employ additional 8 FTE IT support data clerks at sites with high unduplicated student counts to enhance access to technology for students. Lower class sizes will increase staffing and technology demands at targeted sites. This increases the workload for technology staff and increases the need for additional staff. This is principally directed to sites with high populations of low income students. Data clerks offer assistance to their parents with access to technology to register their students to school, for lunch applications, Parent Portal and such. Also, more technology is provided to students that might not have these resources at home so they can fully participate in the instructional program.

2a.20: Provide 2 FTE rotating Physical Education teachers and support classified staff (2 FTE) to support collaboration and planning at all elementary schools so teachers can implement the cycle of inquiry and analyze student work. This will provide teachers with an opportunity to identify and target students' needs more efficiently and improve monitoring and interventions systems. Collaboration time is an effective tool for teachers to address and target the needs of English Learners, Low Income and Foster Youth.

Goal 7: Action 4

2b.4: The LEA will offer additional Spanish courses for Spanish speakers at high schools and middle schools to assist targeted students in attaining the Seal of Bi-literacy. This will increase college and career opportunities to English Learners after graduation.

Goal 9: Action 4, Action 5

3a.4: Employ 1 FTE to provide additional communication and outreach to targeted families, such as foster, English language learners, homeless, and low income families regarding student progress, school events, job fairs, university partnerships, and attendance. This action will increase student outcomes in which research shows that an increase in students' connectedness and engagement, increases students academic outcomes. This action will be effective by increasing student connectedness and student and family engagement.

3a.5: Provide PD to staff regarding how to create a welcoming school and district environment for parents and community. Administration will monitor staff to ensure that a welcoming school and district environment is created for parents and community. This will increase student connectedness and engagement. Research shows that when students are engaged and feel connected to schools, they perform better and have higher attendance rates, better grades, and they are successful academically and socio-emotionally.

**Actions/Services Contributing to meeting the increased or improved services and identified as Schoolwide.**

*These services are provided to specific schools with high numbers of UDP. Services are provided for schools with in more areas needing security at targeted sites that are in high crime areas. Bennett-Kew, Centinela, Crozier, Highland, Hudnall, Inglewood High, Kelso, Monroe, Morningside, Oak, Payne, W. Lane, Woodworth, and Worthington.*

Goal 11: Action 1, Action 5, Action 10, Action 11

3c.1: Employ school security and police officers at school sites with high unduplicated student populations. Schools in higher crime areas are very vulnerable and require security and police support. They supervise schools before, during and after school to ensure students are safe. In addition, lower class sizes result in more areas needing security and supervision at targeted sites. Additional security personnel is effective in providing a safe environment so students can feel safe during school, after school, summer school, and on the weekend. Extra officers and security provides a safer environment for students and also a opportunity for them to experience a positive connection with the police and security officers

3c.5: Provide Positive Behavioral Interventions and Supports training to teachers and site administration as needed to enhance safe learning environments at schools with high UDP populations. Students that attend sites that are in high crime areas are likely to live in high crime areas since most of our students attend neighborhood schools. Students in these areas could be exposed and witness crimes, drug use, and violence thus presenting trauma inducing experiences. PBIS helps teachers and administrators create safe and predictable environments that focuses on prevention. These strategies help ameliorate the conditions that student face by providing an environment with caring adults that establish common

expectations, predictable and structured environments that support trauma informed practices.

3c.10: Provide staff training at targeted schools sites on Emergency Preparedness and Response training and implementation, and provide additional safety supplies as needed. These schools often face lock-downs and emergency situations. Research has shown that student learning is affected and hindered by stress and trauma causing situations. Staff need to be prepared and have adequate supplies so they can ameliorate conditions and mitigate student stress.

3c.11: Continue to employ an additional 22 FTE school office support to schools with high unduplicated student counts to assist families and students. The staff provides additional services for Foster Youth, Low Income, and English Learners by providing their parents with assistance in filling out forms, registering to School Messenger and Aeries Parent Portal, providing them with referrals to free or low cost community services, bilingual and translation services, including medical and mental health resources, food and instructional materials. These additional resources will help ameliorate the circumstances students face and change the conditions by adding services to meet their needs so they can focus on their learning.

#### Goal 3: Action 3

1b.3: Employ an additional 24 FTE custodians to maintain and support schools with high unduplicated student counts. This is principally directed at low income students in order to implement environments that enhance the Positive Behavior Intervention programs at schools, in addition safe and clean environments within the school site that in contrast to community areas riddled with high crime, vandalism, and unsafe conditions. These schools, *Bennett-Kew, Centinela, Crozier, Highland, Hudnall, Inglewood High, Kelso, Monroe, Morningside, Oak, Payne, W. Lane Woodworth, Worthington*, face challenges due to break ins, incidents of vandalism and other crimes. Custodians must keep the peripheral areas clean under these circumstances. They work during the day as well as night shifts and on weekends to maintain schools to minimize disruptions during the instructional day. This is effective because it allows students to learn in an environment that provides a sense of safety during school as well as during intervention and enrichment programs after school.

#### Goal 6: Action 14

2a.14: Employ 5 FTE Intervention Teachers at sites with high unduplicated student populations to implement multi-tiered systems of support for targeted students. This is principally directed to English Learners, Foster Youth and Low Income students to prevent or intervene when they are not succeeding academically. Following the MTSS model, these intervention teachers help develop systems with supports for all three Tiers, they monitor student academic performance and behavior interventions. English Learners, Foster Youth and Low Income often face academic challenges that can be ameliorated by having rigorous academic programs with supports. English Learners face the additional dual challenge of learning English while learning academic content. These teachers will help ensure that strong monitoring system that will improve the delivery of Designated and Integrated English Language Development across content areas, as well as any additional interventions so they stay on track.

#### Goal 9: Action 2

3a.2: Continue to employ 5 FTE community liaisons to provide support and parent outreach to targeted students. (add two FTEs for a total of 7). The community liaisons help provide parents with training, volunteer opportunities, leadership opportunities to engage in their children's schools. Research shows that parents of these populations often feel disconnected to the school setting. Community liaisons will strengthen relationships between school staff and parents. They will also monitor that additional services for Foster Youth, Low Income, and English Learners are being provided. Community liaisons are bilingual and provide translations, assistance in filling out forms, registrations to School Messenger and Aeries Parent Portal, identify free or low cost community services, including medical and mental health resources, food and instructional materials. These additional resources will help ameliorate the circumstances students face and change the conditions by adding services to meet their needs so they can focus on their learning.