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	Contact Name and Title	Email and Phone
Savanna Elementary School District	Dr. Sue Johnson Superintendent	superintendent@savsd.org (714) 236-3805

2017-20 Plan Summary

The Story

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

The Savanna School District is committed to meeting the diverse needs of the community that we serve. Our 2,331 students come from a variety of ethnic backgrounds including Hispanic (58.9%), Asian (13.8%), White (13.2%), Filipino (5.3%), Students with two or more races (3.8%) and African American (3.5%). Forty two percent of our students are English learners, 66.58 % economically disadvantaged, and 11.9% are students with special needs. Our Foster Youth (.01%) students do not comprise a significant subgroup. We have high expectations for all students and teach the California standards utilizing a variety of highly effective teaching strategies. We also utilize highly effective strategies to assure that our English learners have access to the core curriculum as they learn the ELD standards and become proficient in the English language. Because of the diversity of our student population, our instructional focus has centered on differentiating the curriculum to meet our students diverse needs. We involve our staff members in a variety of curricular task forces to assess needs and make recommendations for curricular changes and supports. Technology has also been a focus area in Savanna. Through the support of our community with the passage of two bonds, we have had the wonderful opportunity to renovate each of our four elementary schools. Our renovation included technology infrastructure to serve our students with 21st century learning.
Each of our sites contain two Technology Learning Centers and a STEM Center and each of our classrooms house six desk top computers, along with a presentation system. In addition, over 66 of our classrooms have sets of iPads. We believe in serving the whole child and work to assure that our students attend school each day in a secure, engaging environment. Parents are valued as partners and we provide opportunity to collaborate with all stakeholders to develop the LCAP goals and actions.

LCAP Highlights

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

The Savanna LCAP was developed in collaboration with staff members, parents, community members, and students. The LCAP articulates programs and services to meet the needs of all of our students, including our English learners, Foster Youth, economically deprived and students with special needs. Our four goals include strategies and programs to increase services for our unduplicated students as we meet the needs of our entire community. Our most important mandate is to increase student achievement. This mandate is encompassed in our first goal (Goal 1) to increase student achievement, for all students, through a comprehensive, rigorous educational program, aligned to Common Core State Standards. We have seen mixed results on the academic indicators on the California Dashboard. Our students scored in the green range in math but fell to the orange range in English Language Arts with our sub-group scores ranging from green - red in each of these subject areas. Analysis of these results shows that there is a continued need to provide intervention and support as we differentiate the curriculum to meet the needs of all students. This includes continued use and expansion of technology. Goal 2 of our LCAP is to provide parent involvement and input opportunities through home, school, and community partnerships that support student success and school engagement. It is essential that we continue to work together with the parents of our students to assure that each student is successful. Goal 3 is to provide all students with an engaging, secure learning environment. We must maintain our facilities and technology infrastructure while providing engaging classrooms and school culture to stimulate learning. Finally, Goal 4, continue to maintain 96% attendance rate while decreasing truancy and chronic absenteeism, is essential to assure that our students come to school each day, ready to learn.

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

Savanna is a multi-cultural community with diverse student needs. Over 42% of our students are English learners. We are proud of their continued success in the acquisition of the English language as they learn core content. Our English learners scored at the green level (medium) in Math on the academic indicator with an increase of 3.1 points. We believe that the professional development provided for staff members, a focus on differentiated instruction and efforts to increase parental involvement may have contributed to our continued success in for our English learners in math and plan to continue those efforts through the LCAP actions and services in 2018-19 (See Goal 1 and Goal 2). In addition, we are proud of the level of technology use across our district. In TK-6 classes, students are using technology to learn. Our new computer based intervention program, iReady, is in place in all K-6 classrooms, student artifacts from several subject areas are on display, and students can be seen utilizing a variety of technology on administrative visits. Our iPad program has grown to over 70 classrooms across the District. Two Technology Learning Centers and a STEM Centers are in place at all District sites. A curriculum guide developed by our

Technology Task Force is in place and students, throughout the district are learning keyboarding, word processing, and power point presentations. Our STEM TOSA provides professional development and STEM lessons for K-6 students across the District. These services will continue in the 2018-19 school year (See Goal 1 and Goal 3).

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?

Greatest Needs

Savanna students, overall, scored in the green range in math. Our English learners scored in the yellow range on the EL Indicator on the Dashboard. While this is an overall decrease, our English learners continue to show success in Math, scoring at the green range. We met our local performance indicators in all areas. However, both our ELA and Suspension scores decreased from the green and yellow, respectively to the orange range. During the 2016-2017 school year, we provided professional development in Project GLAD and took part in a textbook adoption process for ELA/ELD. Textbooks were adopted for the 2017-2018 school year and we have provided professional development in the use of these textbooks, data analysis, differentiated instruction and English Language Development. In addition, we have implemented a District-wide intervention system, iReady, that is in place in all K-6 classrooms. We plan to continue these services in the 2018-19 school year and we are confident that these steps, along with continued smaller overall class sizes, will provide needed support to increase student achievement in ELA (See Goal 1). In order to lower our suspension rate, we will continue to provide a variety of support through PBIS and counseling programs. During the 2017-2018 school year, we received an MTSS grant and began the process of ramping up our academic and behavioral support services for all students. We hired an MTSS Counselor who serves students, districtwide. Finally, our administrative staff has been engaged in ongoing professional development and collaboration related to alternatives to suspension. This focus will also continue in the 2018-19 school year (See Goal 3).

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

Overall, our students scored in the green range in the Math academic indicator. Our Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities scored two or more performance levels below green at the orange range. In the 2017-18 school year, we have added a Math intervention system, iReady, that is in place for all students in need of intervention in all K-6 classrooms. The iReady system provides a diagnostic assessment that our teachers are utilizing to pinpoint needs and identify levels for small group instruction. In addition, we believe that our focus on data analysis and differentiated instruction for those students in need will continue to address any performance gaps for these students and all of our sub-groups who scored below the green range.

In ELA, the district scored at the orange range, overall. We believe that all students can succeed and will continue to provide needed intervention through the iReady ELA intervention system in addition to support in ELA/ELD for all students.

In the area of suspension, we will continue to focus on behavioral intervention provided through MTSS services including PBIS and the intervention provided through the MTSS Counselor.

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

Savanna District has a 78.78% unduplicated count and as a result, the majority of all services are principally directed to meet the needs of our English learners, low-income students and foster youth. In addition, our student services and special education staff members serve a majority of English learners and low-income students (including foster youth). We have increased services for unduplicated students in several ways including the following: 1) The increase in intervention support is principally directed towards the needs of our English learners and low income students (including foster youth) through both general and special education services; 2) Our professional development will emphasize strategies for differentiation of the core curriculum to meet the needs of all of our students, including English learners, low-income students, and foster youth; 3) Continued implementation of our new ELA/ELD series, Benchmark Advance, which includes both designated and integrated materials and strategies for our English learners: and 4) We have begun to ramp up services for intervention, behavior and social emotional support as a result of the work that we have done through our MTSS Grant this year.

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	$27,194,580
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$16,110,289.00

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.

The following expenses are not included in the LCAP: Operating expenditures including some administrative and classified salaries, utilities, agreements, etc., capital outlay expenditures, and other out-go expenditures including Special Education out of district costs.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$22,307,759

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: Increase student achievement, for all students, through a comprehensive, rigorous educational program, aligned to the Common Core State Standards

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1 Highly Qualified Staff Standards Aligned Materials **17-18** Maintain **Baseline** All staff members are highly qualified - Williams/SARC All students have access to core curriculum materials aligned to CCSS.	We met this goal. Staff are highly qualified and students have access to core curriculum materials aligned to CCSS.

	Expected	Actual

Expected

Metric/Indicator
Priority 2
Implementation of State Standards
Implementation of board adopted academic content and performance standards for all students
English learners will have access to CCSS and ELD

17-18
Maintain

Baseline
All students are instructed in the state adopted standards
English learners receive instruction in ELD and academics using state adopted materials and state standards

Actual

We met this goal. Analysis of the state reflection tool for the California Dashboard shows that we provide professional development and materials aligned to CCSS with English learners receiving ELD and academics using state adopted materials.

Expected

Metric/Indicator
Priority 4 -
Pupil Achievement
Academic indicator in ELA & Math
EL Progress Indicator

17-18
ELA
Green Overall (Medium) - Maintain or increase
Blue Asian (High) - Maintain
Green - Filipino (High), White (Medium) - Maintain or increase
Yellow (Low) - Increase EL, SD, SWD, African American, Hispanic and Two+ Races by 2%

Math
Green (Medium) - Maintain or increase
Blue Asian (High) - Maintain
Green EL, White (Medium) - Maintain/ increase
Yellow (Low) - SD, SWD, African American, Filipino, Hispanic, Two+ Races - Increase by 2%

EL - Maintain or increase (High) Green

Actual

We partially met this goal.

In ELA, overall students decreased from green to orange. Subgroups were mixed with Asian students maintaining blue status, Filipino students maintained green status, and students with two or more races increased from yellow to green status. However, there was a decrease from green to orange for White students and a decrease from yellow to orange for Hispanic, African American, socioeconomically disadvantaged and English learners. Finally, there was a decrease from yellow to red for students with disabilities. (See attachment)

In Math, our students continued to score at the green level overall. We maintained blue status for our Asian students, maintained green status for English learners, increased from yellow to green status for Filipino students, increased from orange to blue for students with two or more races, and maintained yellow status for African American students. However, we saw a decrease from yellow to orange for our Hispanic, socioeconomically disadvantaged, and students with disabilities. (See attachment)

Our English Learners scored in the yellow range on the EL Indicator. This is a decrease from green.

Expected	Actual
Baseline ELA Green (Medium) Overall Blue (High)- Asian Green - Filipino (High), White (Medium) Yellow (Low) - EL, SD, SWD, African American, Hispanic, Orange (Low) - Two+ Races Math Green (Medium) Overall Blue (Very High) - Asian Green (Medium) - EL, White Yellow (Low) - SD, SWD, African American, Filipino (High), Hispanic Orange (Low) - Two+ Races EL Progress Indicator - (High) Green	
Metric/Indicator Priority 7,8 Course Access **17-18** Maintain **Baseline** All students (including English Learners, Foster Youth, and economically deprived students) have access to the approved course of study as described under Sections 51210 and 51220(a)-(i)	We met this goal. All English learners, Foster Youth, and economically deprived students have access to the approved course of study.

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	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
Every student will have CCSS aligned instructional materials in ELA, Math and ELD as appropriate with intervention materials provided as needed. Materials will be available through a digital format when available: 1. Begin utilizing newly adopted ELA/ELD materials	All students have CCSS Aligned materials in ELA, Math and ELD with intervention materials. All materials are also provided through a digital format. New ELA materials were purchased through Benchmark Advance for all students, K-6.	1. Begin utilizing newly adopted ELA/ELD materials 4000-4999: Books And Supplies Base $52,628	Newly adopted Benchmark Advance materials are in place in every K-6 classroom. 4000-4999: Books And Supplies Base $52,628

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide instructional support to meet the needs of all learners including English Learners and students in need of intervention: 1. Continue to maintain lower class sizes across grade levels and enable teachers to focus on EL students, students with special needs and students in need of intervention	Teachers worked with small groups and provided targeted intervention and worked with English learners in need of intervention. Ongoing class size reduction was in place across the grade levels.	1. Continue to maintain lower class sizes across grade levels and enable teachers to focus on EL students, students with special needs and students in need of intervention 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $599,079	Teachers provided intervention for students (including EL students) across the curriculum. Ongoing class size, TK-6, reduction was implemented. Due to step and column increases and changes in staffing, the amount was slightly larger than estimated. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $651,954

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide supplemental intervention programs and materials to meet the needs of all learners including English learners and students in need of intervention:	Intervention programs were provided for students in both English Language Arts and Math.	1. Explore/pilot ELA/ELD and Math supplemental intervention programs to meet the needs of students in need of assistance and English learners. 4000-4999:	The iReady Program was provided for all students in need of intervention, K-6. 4000-4999: Books And Supplies

		Books And Supplies Supplemental and Concentration $100,000	Supplemental and Concentration $100,000
1. Explore/pilot ELA/ELD and Math intervention programs designed to meet the needs of students in need of assistance and English Language Learners.			

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide technology infrastructure and support: 1. Maintain Data Management System, 2. Maintain Information Management System.	Technology infrastructure and support was provided on an ongoing basis.	1. Maintain Data Management System 5000-5999: Services And Other Operating Expenditures Base $13,200	The Illuminate Data Management System was provided to analyze data to determine the instructional needs of all students. 5000-5999: Services And Other Operating Expenditures Base $13,938
		2. Maintain Information Management System 5000-5999: Services And Other Operating Expenditures Base $22,000	We continue to maintain our Information Management System (AERIES) to keep updated records for all of our students. 5000-5999: Services And Other Operating Expenditures Base $22,517

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide technology infrastructure support for intervention: Maintain, investigate, pilot and add technology (hardware and software) to 1. address the achievement gap:	We continue to provide technology infrastructure support for the intervention needs of our students.	1. Maintain, investigate, pilot and add technology (hardware and software) to address the achievement gap 4000-4999: Books And Supplies Supplemental and Concentration $10,000	We purchased iPads to provide differentiated instruction to meet the needs of our students in need of intervention. One time monies were added in order to purchase 200 iPads. 4000-4999: Books And Supplies Supplemental and Concentration $64,357

2. support English learners		2. Maintain, investigate,pilot and add technology (hardware and software) to support English learners 4000-4999: Books And Supplies Supplemental and Concentration $10,000	We purchased iPads to provide support for our English learners through the core curriculum and other applications. 4000-4999: Books And Supplies Supplemental and Concentration $10,000

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide professional development focused on job requirements and the ongoing needs of students: 1. Provide two non-student, professional development days to provide classified staff with resources to meet student needs, 2. Provide a variety of professional development to increase understanding of job requirements related to student needs across the District	Two professional development days and ongoing professional development were provided to meet the needs of our classified personnel to understand job requirements related to student needs across the District.	1. Provide two non-student, professional development days to provide classified staff with resources to meet student needs 2000-2999: Classified Personnel Salaries Base $5,049	Two non-student professional development days were provided for classified personnel. 2000-2999: Classified Personnel Salaries Base $5,049
		2. Provide a variety of professional development to increase understanding of job requirements related to student needs across the District 5000-5999: Services And Other Operating Expenditures Base $5,000	Ongoing professional development was provided for classified personnel. We were able to utilize existing personnel to provide this training and therefore did not spend budgeted funding in this area. 5000-5999: Services And Other Operating Expenditures Base $0

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide professional development focused on 21st century teaching and learning, CCSS, ELD Standards, and the ongoing needs of students: 1. Provide three non-student, professional development days for	Ongoing professional development was provided for certificated personnel through a variety of venues including non-student professional development days, inservice days, coaching, demonstration lessons, after	1. Provide three non-student, professional development days for certificated staff members with resources to meet student needs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $177,222	Professional development days were provided for all certificated staff on three non-student days. 1000-1999: Certificated Personnel Salaries Supplemental $148,557

certificated staff members with resources to meet student needs, 2. Continue to provide additional professional development for teachers to differentiate instruction and provide CCSS aligned instruction to high needs, and/or struggling students, 3. Provide additional professional development and coaching to increase teachers' understanding of ELD and to assure that English learners receive support in accessing Common Core State Standards, 4. Provide professional development and peer coaching on differentiated instruction and intervention support	school meetings, and task force meetings.	2. Continue to provide additional professional development for teachers to differentiate instruction and provide CCSS aligned instruction to high needs, and/or struggling students 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $16,830	Professional development in differentiation strategies and programs were provided for certificated staff members to enable them to meet the needs of high needs and/or struggling students. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $16,830
		3. Provide additional professional development and coaching to increase teachers' understanding of ELD and to assure that English learners receive support in accessing Common Core State Standards 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $5,000	Professional development in ELD techniques, strategies and materials was provided for certificated staff members to enable them to support English learners. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $5,000
		4. Provide professional development and peer coaching on differentiated instruction and intervention support 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $5,000	Peer coaching, demonstration lessons and classroom support was provided for certificated staff members to enable them to provide intervention for students in need of support. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $5,000

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to hire, appropriately assign, and compensate highly qualified certificated and classified staff:	Personnel were hired, appropriately assigned and compensated to maintain classrooms, provide technology support and professional development across the District.	1. Maintain general education classes with highly qualified personnel 1000-1999: Certificated Personnel Salaries Base $9,604,026	General education classrooms were staffed with highly qualified personnel. Changes in step and column and hiring needs are reflected in actual vs. estimated expenditures. 1000-1999:

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Maintain general education classes with highly qualified personnel, 2. Continue to analyze District certificated and classified personnel needs, 3. Maintain technology infrastructure and support, 4. Maintain professional development to support technology integration across the curriculum, 5. Support BTSA Induction Program.			Certificated Personnel Salaries Base $9,428,663
		2. Continue to analyze District certificated and classified personnel needs $0	Personnel needs were analyzed on an ongoing basis. $0
		3. Maintain technology infrastructure and support 2000-2999: Classified Personnel Salaries Base $169,223	Technology infrastructure and support were maintained by classified staff members. 2000-2999: Classified Personnel Salaries Base $169,223
		4. Maintain professional development to support technology integration across the curriculum 1000-1999: Certificated Personnel Salaries Base $0	Professional development to support technology integration across the curriculum was provided throughout the year 1000-1999: Certificated Personnel Salaries Base $0
		5. Support BTSA Induction Program 5000-5999: Services And Other Operating Expenditures Base $15,000	All new teachers had completed BTSA requirements. Therefore, no induction program support was needed. 5000-5999: Services And Other Operating Expenditures Base $0

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to hire, appropriately assign, and compensate highly qualified certificated and classified staff for high needs students: 1. Maintain certificated student services/special education support, 2. Maintain classified student services/special education support, 3. Maintain Title 1 teacher support at Title 1 funded sites,	Certificated and classified personnel were hired and appropriately assigned to support high needs students across the District.	1. Maintain certificated student services/special education support 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $2,192,436	Certificated staff members supported high needs student across the District. We added an additional class to support high needs students, therefore the funding required was larger than originally budgeted. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $2,286,706

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4. Provide professional development and support in the effective use of technology across the curriculum, 5. Provide professional development to support certificated staff in meeting the Designated and Integrated needs of English learners.		2. Maintain classified student services/special education support 2000-2999: Classified Personnel Salaries Supplemental and Concentration $281,839	Classified personnel supported high needs students across the District. 2000-2999: Classified Personnel Salaries Supplemental and Concentration $350,286
		3. Maintain Title 1 teacher support at Title 1 funded sites 1000-1999: Certificated Personnel Salaries Title I $260,619	Title 1 Teachers supported the needs of students at two Title 1 sites. Behavior needs necessitated the addition of one Title 1 Student Behavior Support Staff at each site, thereby increasing necessary site Title 1 funding. 1000-1999: Certificated Personnel Salaries Title I $418,748
		4. Provide professional development and support in the effective use of technology across the curriculum 1000-1999: Certificated Personnel Salaries Title II $84,670	A STEM TOSA provided professional development for teachers across the District. 1000-1999: Certificated Personnel Salaries Title II $77,686
		5. Provide professional development to support certificated staff in meeting the Designated and Integrated needs of English learners 1000-1999: Certificated Personnel Salaries Title III $105,864	A District TOSA provided support to certificated staff in meeting the needs of English learners. 1000-1999: Certificated Personnel Salaries Title III $103,644

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide student programs to allow for real world experiences to assist students in the understanding of Common Core State Standards: 1. Provide study trips,	Students took part in real work experiences to assist them in understanding the CCSS including Study Trips, Music Masters, and Summer Academy with a STEM influence.	1. Provide study trips including Outdoor Science School 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $106,787	Study trips were provided for all students. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $106,787

		2. Provide Music Masters Program 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $39,583	Music Masters was provided at all sites. Due to changes in staffing, costs were less than originally budgeted. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $27,867
2. Provide Music Masters Program, 3. Continue to provide Summer Academy with a STEM emphasis, extending academic support to reinforce skills and close the achievement gap.		3. Continue to provide Summer Academy with a STEM emphasis, extending academic support to reinforce skills and close the achievement gap 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $56,354	Summer Academy with a STEM emphasis was provided with approximately 400 students in attendance. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $56,354

Analysis

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

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

In order to increase student achievement, a rigorous education program was provided for all students. Materials, aligned to the CCSS, were provided for each student in ELA, Math and ELD. English learners were provided with integrated and designated ESL and Intervention was provided through the iReady Program for all students in need of assistance. Technology was utilized as a tool for instruction and for student use. To implement the overall instructional program, highly qualified certificated and classified staff members were hired and appropriately assigned. Support personnel were hired and appropriately assigned to meet the needs of our English learners, SWD, Title 1 students and students in need of intervention. Professional development was provided for all personnel on an ongoing basis to assure that they had the knowledge and understanding to provide an appropriate program of instruction for each student. Data analysis was ongoing with tools such as Illuminate and Aeries to provide information about student needs and progress. Finally, students were provided with real world experiences through study trips and music instruction, and the year was extended to provide access for at-risk students to attend our STEM focused Summer Academy.

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

Analysis of the California Dashboard shows that student achievement increased overall in Math (green), however; there was a decrease, overall in ELA (green to orange). Several subgroups saw a decline in ELA and there was a decline (green to yellow) for English learners. (See Data overview attached.) These mixed results show that there is a continued need to assure that all students

have access to intervention as needed. All students have access to CCSS materials in ELA, Math and ELD. Math materials have been in place for one year with the ELA/ELD materials new this year. Intervention materials were purchased through the iReady Program for all students in need of intervention in Math and ELA/ELD. Extensive professional development has been provided for our highly qualified staff in both ELA/ELD and the use of our new intervention materials. Teachers have also begun to conduct data analysis on an ongoing basis to determine student intervention needs. In addition, Summer Academy extends the school year for students in need of intervention.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Overall, actual budgeted expenditures were in line with projections for this goal. Any differences in estimated actual vs. budgeted expenditures are explained in the estimated actual expenditure section of the Annual Update.

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.

Analysis of the outcomes related to this goal in conjunction with staff, parent and community surveys show that this will continue to be an important goal and that the existing actions remain appropriate to the needs of our community. Small changes in funded amounts may occur due to fluxuations in staffing and available funding.

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 2

Goal 2: Provide parent involvement and input opportunities through home, school, and community partnerships that support student success and school engagement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 3 Parental Input/Decision Making Participation on Committees, surveys Parent Education Opportunities Surveys, School and Site Events Outreach Programs	We met this goal. Analysis of parental involvement and decision making on the local indicators of the California Dashboard shows that our parents are involved in decision making through participation in site and District level committees and surveys. Surveys and sign-in sheets show that parents have an opportunity to attend a variety of parent education offerings at the site and District level.

Expected	Actual
17-18 Parental Input/Decision Making All sites have parent representation on committees including SSC, ELAC, PTA District Committees (District Advisory Committee, DELAC) include representatives from all sites. All parents and community members had the opportunity to respond to the LCAP Survey Maintain Parent Education Opportunities Parent education classes (ESL, Reach the Reader, and events are highly attended Maintain Outreach Programs Parent Link Services are in place for all parents The District and site website provides information about district and site programs/events Community Liaison works with sites to assist parents Maintain	

Expected	Actual

Baseline
Parental Input/Decision Making
All sites have parent representation on committees including SSC, ELAC, PTA
District Committees (District Advisory Committee, DELAC) include representatives from all sites
All parents and community members had the opportunity to respond to the LCAP Survey

Parent Education Opportunities
Parent education classes (Reach the Reader and site events are highly attended)

Outreach Programs
Parent Link Services are in place for all parents
The District and site website provides information about district and site programs/events
Community Liaison works with sites to assist parents

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
Continue to provide parent training, learning opportunities, workshops and parent-school communication tools:	We met this goal and continued to reach out to the parents in our community to provide learning opportunities such as ESL for adults.	1. Continue to provide ESL classes for parents desiring to learn the English language 2000-2999: Classified Personnel Salaries Supplemental $11,999	ESL classes were offered at Hansen Elementary School for parent and community members. Unfortunately, due to low enrollment, these classes were canceled. 1000-1999:

			Certificated Personnel Salaries Supplemental $0
1. Continue ESL classes for parents desiring to learn the English language			

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide involvement opportunities for parents and community members: 1. Establish committees at the District and site level including SSC, ELAC, PTA, DAC and DELAC to work collectively with parents to plan, execute and evaluate District and site programs, 2. Meet with parents to discuss student progress and site programs (Back to School Night, Open House, Parent-Teacher Conferences), 3. Continue participation in District/Site/Community events, 4. Maintain District Website, 5. Continue to provide phone messaging services/email to communicate effectively with parents.	We met this goal and continued to provide opportunities for parents to collaborate with teachers, site and District level administrators to assure effective two-way communication about programs and services for our students.	1. Establish committees at the District and site level including SSC, ELAC, PTA, DAC and DELAC to work collectively with parents to plan, execute and evaluate District and site programs 4000-4999: Books And Supplies Base $500	SSC, ELAC, DAC and DELAC Committees are ongoing with parents working collaboratively with educators to plan, execute and evaluate District and site programs. 4000-4999: Books And Supplies Base $500
		2. Meet with parents to discuss student progress and site programs (Back to School Night, Open House, Parent-Teacher Conferences) 4000-4999: Books And Supplies Base $200	Parents attend a variety of meetings and programs to learn about site programs and the progress of their students. 4000-4999: Books And Supplies Base $200
		3. Continue participation in District/Site/Community events 4000-4999: Books And Supplies Base $500	District level events such as Reach the Reader, community and site events are ongoing. 4000-4999: Books And Supplies Base $500
		4. Maintain District Website $0	Our website is a source of information for staff, parents, and community members. $0
		5. Continue to provide phone messaging services/email to communicate effectively with parents 5000-5999: Services And Other Operating Expenditures Base $7,500	Phone messaging was provided through contracted services with Parent Link. It is used on a regular basis at both the site and District level. 5000-5999: Services And Other Operating Expenditures Base $7,219

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide involvement opportunities for parents and community members including parents of English Learners, students with special needs, Foster Youth and low income students: 1. Continue to provide a Community Liaison to assist parents of English Language Learners to help their children to succeed in school and provide Spanish speaking assistance at each site, 2. Continue to provide a Foster Youth/Homeless Liaison (Director) to identify needs and meet the unique needs of these student populations.	We met this goal and have continued to provide opportunities for the parents of our students to be involved in their child's educational process. Our community liaison continues to provide language support and our Foster Youth/Homeless Liaison continues to provide support through a variety of programs and services.	1. Continue to provide a Community Liaison to assist parents of English Language Learners to help their children to succeed in school and provide Spanish speaking assistance at each site 2000-2999: Classified Personnel Salaries Supplemental $32,275 2. Continue to provide a Foster Youth/Homeless Liaison (Director) to identify needs and meet the unique needs of these student populations 1000-1999: Certificated Personnel Salaries Supplemental $13,972	Our Community Liaison provides language support at the site and District level for the parents of our English learners. 2000-2999: Classified Personnel Salaries Supplemental $32,275 Our Foster Youth/Homeless Liaison continues to provide support for Foster Youth and Homeless students. 1000-1999: Certificated Personnel Salaries Supplemental $13,972

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.

Involving the stakeholders of the Savanna School District in the educational process of our students continues to be an on-going priority for our District. A variety of site and District committees give parents an opportunity to establish priorities and participate in the evaluation of District programs and services. The District utilizes a variety of communication tools including the Parent Link system, our District website, surveys and stakeholder meetings. In addition, services such as our Community Liaison and Foster Youth/Homeless Liaison continue to provide support for the unique needs of our English learner, socioeconomically disadvantaged and foster youth populations.

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

We have met this goal as defined on the local indicator of the California Dashboard. Parents shared that they value the importance of parental involvement through our Thought Exchange Survey. Continued high attendance rate at most district sponsored and site level parent education events also indicate that these activities are valued and supported by our parents.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Our budgeted expenditures are in line with projections for this goal. Any differences in estimated actual vs. budgeted expenditures are explained in the estimated actual expenditure section of the Annual Update.

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.

Analysis of the outcomes related to this goal in conjunction with staff, parent and community surveys show that this will continue to be an important goal and that the existing actions remain appropriate to the needs of our community. Small changes in budgeted amounts may occur due to fluxuations in staffing and available funding.

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 3

Goal 3: Provide all students with an engaging, secure learning environment (school climate)

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1 Basic Services School Facilities are maintained in good repair **17-18** Basic Services All schools rank at 90% or above on the FIT Tool - Maintain **Baseline** Basic Services All schools rank at 90% or above on the FIT Tool	We met this goal. All school facilities are maintained in good repair and indicated on the SARC and FIT Tool (above 90%).

	Expected	Actual

Expected

Metric/Indicator
Priority 6
School Climate
Survey Results
Pupil Expulsion Rates

Pupil Suspension Rates

17-18
School Climate
100% of students surveyed feel safe at school - Maintain
0% of students have been expelled - Maintain

Suspension Rates
Yellow (Low) - overall 1%
Blue (Very Low)
Asian, Filipino
Green (Low)
Two + Races
Yellow
EL (Low), SD (Medium), Hispanic (Low)
Orange (Medium)
SWD, African American, White
Reduce suspension by 1% for all subgroups, with the exception of
Asian/Filipino/Two Races (Very Low/Low) - maintain

Actual

We partially met this goal. Our Thought Exchange Survey showed that parents believe school safety is a high priority and believe that the District has continued to increase safety at our campuses. Student surveys indicate that students (96%) feel safe at school. Zero students have been expelled.

However, suspension rates for all students moved from the yellow indicator to the orange indicator. In addition, we did not see the anticipated reduction of suspension for all subgroups. Several subgroups (Asian, White, English Learners) remained at the same ranking with seven subgroups (Hispanic, Filipino, African American, two or more races, SD, and SWD) not showing anticipated reductions in suspension (see attached data overview).

Expected	Actual
Baseline School Climate 100% of students surveyed feel safe at school 0% of students have been expelled Suspension Rates Yellow (Low) - overall 1% Blue (Very Low) Asian, Filipino Green (Low) Two + Races Yellow EL (Low), SD (Medium), Hispanic (Low) Orange (Medium) SWD, African American, White	

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
Continue to provide safe, clean facilities through ongoing preventative maintenance, repairs, purchase and installation of equipment: 1. Ongoing preventative maintenance, repair, purchase and installation of equipment, 2. Analyze District personnel needs	We continued to provide safe clean sites through ongoing maintenance and installation of new equipment.	1. Ongoing preventative maintenance, repair, purchase and installation of equipment 4000-4999: Books And Supplies Base $300,000	Ongoing preventative maintenance 4000-4999: Books And Supplies Base $300,000
		2. Analyze District personnel needs $0	We continued to analyze District personnel needs. $0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Technology infrastructure and site support will meet the needs of 21st Century learners: 1. Continue to maintain Technology Learning Centers/STEM Centers, 2. Maintain Information Management System, 3. Management Information Supervisor will continue to maintain and update technology across the District	Our technology infrastructure continued to meet the needs of 21st Century learners through the maintenance of our TLC/STEM Centers, information system and technology across our system.	1. Continue to maintain Technology Learning Centers/STEM Centers 4000-4999: Books And Supplies Base $100,000	TLC/STEM Centers were maintained on a regular basis. Additional computers, utilizing one-time monies were purchased this year. 4000-4999: Books And Supplies Base $200,000
		2. Maintain Information Management System 5000-5999: Services And Other Operating Expenditures Base $70,000	We continued to maintain our Management Information System (AERIES). 5000-5999: Services And Other Operating Expenditures Base $70,000
		3. Management Information Supervisor will continue to maintain and update technology across the District 4000-4999: Books And Supplies Base $30,000	Our Management Information Supervisor continued to maintain technology across the District. This included the installation and support for newly purchased computers. 4000-4999: Books And Supplies Base $50,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide student support programs to enable all students to develop socially and achieve academic success: 1. Continue to implement the Positive Behavior Interventions and Supports (PBIS) Program, 2. Continue counseling programs to provide resources for students in need of intervention.	Our student support programs and services such as PBIS and Counseling continued to meet student needs.	1.Continue to implement the Positive Behavior Interventions and Supports (PBIS) Program 4000-4999: Books And Supplies Supplemental $10,000	PBIS was implemented at each of our sites. 4000-4999: Books And Supplies Supplemental $10,000
		2. Continue counseling programs to provide resources for students in need of intervention 1000-1999: Certificated Personnel Salaries Supplemental $43,877	Counseling programs continued at each site. We received an MTSS Grant and we hired a District level counselor to meet the ongoing needs of students

			through MTSS. 1000-1999: Certificated Personnel Salaries Supplemental $131,195

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.

Safe, clean facilities are a priority in Savanna with ongoing maintenance in place at all sites throughout the District. Our technology infrastructure is maintained on an ongoing basis including our TLC/STEM Centers and Management Information System. PBIS and Counseling programs are in place at all sites throughout the District. In addition, our District received an MTSS Grant and a team has taken part in ongoing training to ramp up our PBIS efforts through the MTSS framework. A District level counselor was hired as part of our MTSS process planning.

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

Our facilities are effectively maintained as shown on the SARC and FIT Tool where each site ranks at 90% or above. We have met the basic conditions indicator on the local indicator of the California Dashboard. Our technology infrastructure is well maintained. All sites utilize PBIS and Counseling services are in place for all students in need. However, we continue to have a higher level of suspension for all students and for the following subgroups: Hispanic, White, African American, two or more races, English learners, homeless, SD and SWD. (See attached data overview). We believe that our efforts through MTSS will continue to address this issue.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The estimated expenditures are in line with budgeted expenditures with the following exception: An MTSS Counselor was hired as part of our MTSS grant program planning. This increased the amount of funding that we spent on counseling services. Any other differences in estimated actual vs. budgeted expenditures are explained in the estimated actual expenditure section of the Annual Update.

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.

Analysis of the outcomes related to this goal in conjunction with staff, parent and community surveys show that this will continue to be an important goal and that the existing actions remain appropriate to the needs of our community. Small changes in budgeted amounts may occur due to fluxuations in staffing and available funding.

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 4

Continue to maintain 96% attendance rate while decreasing truancy and chronic absenteeism

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Pupil Engagement School Attendance Rates Truancy Rates Chronic Absenteeism **17-18** Attendance Rate 96.8% - Maintain or higher Truancy Rate 16% - Decrease by 1% Chronic Absenteeism Rate 8% - Decrease by 1% **Baseline** Attendance Rate 96.8% Truancy Rate 16% Chronic Absenteeism Rate 8%	We maintained our attendance rate at 96 percent or higher. As of April, our attendance rate was 97.1% Our truancy rate is 18%. As shown by state data on the California Dashboard, we have decreased our chronic absenteeism rate to 6%.

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
Continue to implement student programs to provide intervention for students in need of assistance: 1. Continue to implement Saturday Academy to include reinforcement for at risk students and to capture lost ADA, 2. Continue to provide health services for all students who are in need of intervention, 3. Maintain attendance incentives.	We met this goal. We continued to provide Saturday Academy programs which have been very well attended. We provided health services for those students in need of intervention and we have ramped up our attendance incentives in an effort to decrease truancy and chronic absenteeism.	1. Continue to implement Saturday Academy to include reinforcement for at risk students and to capture lost ADA 1000-1999: Certificated Personnel Salaries Supplemental $7,032	Saturday Academy was held on an ongoing basis throughout the year with certificated personnel providing reinforcement for students in attendance. As of April 7, 1,727 students attended our Saturday Academy. 1000-1999: Certificated Personnel Salaries Supplemental $7,032
		2. Continue to provide health services for all students who are in need of intervention 1000-1999: Certificated Personnel Salaries Supplemental $45,097	Health services are provided for all students with additional services for those students in need of intervention. Due to staffing changes, costs are lower than budgeted. 1000-1999: Certificated Personnel Salaries Supplemental $7,148
		3. Maintain attendance incentives 5000-5999: Services And Other Operating Expenditures Supplemental $7,500	We have continued to provide a variety of incentives for attendance including a perfect attendance award for our students in the spring. 5000-5999: Services And Other Operating Expenditures Supplemental $7,500

Action 2

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

Provide parent involvement/communication to increase awareness about the importance of school attendance: 1. Maintain Attendance Letters, 2. Maintain SART/SARB/D.A. Meetings, 3. Maintain home visits.	We met this goal. In an effort to increase parental awareness of the importance of school attendance, our site administrators have sent letters, held meetings, made home visits, sent parents to DA Meetings and SARB Meetings.	1. Maintain Attendance Letters 4000-4999: Books And Supplies Base $200	Attendance letters were sent home an ongoing basis. 4000-4999: Books And Supplies Base $200
		2. Maintain SART/SARB/D.A. Meetings 4000-4999: Books And Supplies Base $200	SART Meetings/SARB Meetings and D.A. Meetings were held on a regular basis. 4000-4999: Books And Supplies Base $200
		3. Maintain home visits $0	Our site and District administrators have maintained home visits where needed to assure that students attend school on a regular basis. $0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide transportation for students to ensure their ability to get to school each day in a timely manner: 1. Maintain staff to operate and maintain busses, 2. Maintain and purchase busses as needed.	We have met this goal and continue to offer transportation, free of charge, to the students in the Savanna School District who live in designated transportation areas.	1. Maintain staff to operate and maintain busses 2000-2999: Classified Personnel Salaries Supplemental $373,271	We have continued to maintain staff to operate busses. 2000-2999: Classified Personnel Salaries Supplemental $373,271
		2. Maintain and purchase busses as needed 2000-2999: Classified Personnel Salaries Supplemental $84,670	We continue to maintain personnel to assure that our busses are in good repair 2000-2999: Classified Personnel Salaries Supplemental $84,670

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.

We have successfully maintained a high attendance rate at 97.1% Our Saturday Academy provides an ongoing option for our students who miss school to make up the day and/or receive reinforcement activities. Increased nurse services provide support for our at risk students. Attendance incentives and a variety of communication and meetings with the parents of our students have helped

to reinforce the importance of school attendance. Transportation is provided to assure that all students have a safe way to school each day.

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

Our attendance rate is high at 97.1%. The California Dashboard shows our chronic absenteeism rate at 6%, lower than both the Orange County and state levels. Our truancy rate is 18%, an increase of 2%. Our principals are increasing efforts to highlight the importance of attendance and more students are utilizing our Saturday Academy for needed reinforcement. Our transportation is ongoing and meets the needs of our students who need a safe route to school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Our budgeted expenditures are in line with estimated expenditures in this area. Any differences in estimated actual vs. budgeted expenditures are explained in the estimated actual expenditure section of the Annual Review.

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.

Analysis of the outcomes related to this goal in conjunction with staff, parent and community surveys show that this will continue to be an important goal and that the existing actions remain appropriate to the needs of our community. Small changes in budgeted amounts may occur due to fluxuations in staffing and available funding.

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?

Involving the stakeholders of the Savanna School District in the educational process of our students continues to be an on-going priority for the District. Our stakeholders have traditionally been a part of the development of District and site level priorities. During the 2017-2018 school year, we offered a variety of options for all stakeholders to become involved in the LCAP process. Meetings were held throughout the year where stakeholders (including the parents of English Language Learners, Foster Youth, low income, and students with special needs) were given an opportunity to attend presentations regarding District programs and services, review data related to identified LCAP Metrics and provide feedback about programs and services as part of our needs assessment.

Summary of Meetings
Meetings for all stakeholders began in October, were held throughout the year, and included opportunities at both the District and site level. District level meetings included the District Advisory Committee (DAC), District English Language Learner Advisory Committee (DELAC) and Administrative Staff Meetings. Site level meetings included Back to School Night (August, 2017), Parent Conferences (November, 2017 and February/March, 2018), School Site Council Meetings, PTA Meetings, and Certificated and Classified Staff Meetings.

In addition, in an effort to increase participation from all stakeholders, the District worked with Thought Exchange who sent out an interactive survey to all community members, parents, and staff members. The survey gave all stakeholders an opportunity to identify areas of concern and praise. After they had completed their thoughts, they also had an opportunity to view the thoughts of other participants and star areas of agreement. Thoughts shared by participants were grouped into themes (see attachment) and an analysis was conducted on the participants' starring patterns. The analysis, which highlights participants' priorities and areas of interest, was categorized in the following sections:

- School Climate - Participants indicated that safety and security is a top priority. They also appreciate the existing safe and welcoming environment across district schools.
- Staff and Leadership - Participants shared their appreciation for the quality of staff and leadership in the district, but would like more staff training and support.
- Student Achievement and Resources - Participants indicated they would like students to receive a high-quality education to set them on the path to future success. Additionally, participants indicated they would like have more and equal funding for adequate educational materials and technology.

- Community Engagement - Participants appreciate the communication tools used by the district, they would also like more opportunities for parents and teachers to communicate about students and collaboratively support them.

We also involved our students in the LCAP process through a survey and at Student Council Meetings held during the months of February and March at schools throughout the District. Our students shared that they feel safe in our schools (96%). They also appreciate the core programs, school activities and staff at their sites.

At these meetings and through our survey, participants were given an opportunity to review data, share comments and suggestions about District needs, and prioritize needs. The results of these meetings and our stakeholder survey form the basis of our needs assessment. The resulting analysis gave us an opportunity to rank important issues to the staff and community in relation to our four LCAP goals.

Meeting/Survey Overview
October 12, 2018, February 8, 2018, and April 19, 2018 with the DAC Members at the Administration Office
October 19, 2018, February 15, 2018, and April 19, 2018 with the DELAC Members at the Administration Office
February, May 2018 with SSC/PTA at Cerritos, Hansen, Holder and Reid Schools
October 10, 2017, November 14, 2018, December 5, 2017, March 6, 2018 at Board of Trustees Meeting
District Survey sent to all employees and parents in January/February, 2018
District Survey placed on District Website January/February, 2018
Student Council Meetings in February/March, 2018

Metrics
The District used the following metrics for the analysis of LCAP Goals: Dashboard Data including Smarter Balanced, English Language Arts and Math proficiency, California English Language Development Test (CELDT), and suspension/expulsion rates (see attachment), Dashboard local indicators including basic conditions (facilities inspection data), Common Core implementation, textbook availability, implementation of academic standards, parental involvement, and student engagement. As part of this process, we also reviewed textbook availability, professional development, student access to technology, CALPADS Staff Teaching Assignment Report, Williams and SARC Reports.

The results of our Dashboard analysis are reviewed in depth in our annual update. Overall, the results of state assessments show that students grew slightly (green) in Math but that there were some decreases in scores in ELA (orange) and for our English Learners (yellow). Suspension rates (orange), truancy and chronic absenteeism rates are higher than desired and there is a need to assure that we are working in collaboration with parents to bring these indicators down to lower levels. Our facilities are in excellent condition and all students have access to textbooks and are being taught the Common Core State Standards by fully credentialed, well-trained teachers.

The input from all of these meetings as well as the survey was gathered, documented and shared with Association leadership for further input and feedback and an additional opportunity to prioritize action items:

April 12, 2018 at Consultation Meeting at the District Office for California School Employee Association (CSEA) Board Members. At this meeting, it was noted that the District should consider scheduling more Saturday Academy dates for the 2018-19 school year and add these dates to the calendar at the beginning of the year;

April 12, 2018 at Consultation Meeting at the District Office for Savanna District Teachers Association (SDTA) Board Members. At this meeting, it was noted that the attendance incentive has been very successful this year. It was suggested that the District should consider the possibility of extending the incentive to two semesters next year or possibly offer the incentive once per trimester.

After consultation with CSEA and SDTA, the LCAP was shared with the following committees for final review:

April 19, 2018 at the District Office for members of the District Advisory Committee (DAC)
April 19, 2018 at the District Office for members of the District English Language Learners Advisory Committee (DELAC)

Impact on LCAP and Annual Update

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

Impact on LCAP
The resulting information from input sessions, student focus groups, stakeholder surveys and consultation sessions with the associations shaped the needs assessment and served to clarify the District goals and action plan priorities. Stakeholder responses show that the District needs remain relatively stable and that the priority focus areas should be represented in our four goals encompassing increased student achievement for all students, a safe, secure environment for all students, providing additional opportunities for parent input and involvement, and increased engagement for all students. As a result, there were no changes to our four LCAP goals and only minor revisions to the Goals and Action Items due to funding and staffing changes.

The revised LCAP draft will be presented to the Board on May 8, 2018. Following the presentation, a public hearing will take place for input and/or comments. We will also offer an opportunity for comment on the District website. At the June 12, 2018 Board Meeting, the final copy of the LCAP will be submitted to the Board for approval.

Goals, Actions, & Services

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

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

Unchanged Goal

Goal 1

Goal 1: Increase student achievement, for all students, through a comprehensive, rigorous educational program, aligned to the Common Core State Standards

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Data analysis of the California Dashboard results, CAASPP results and our local assessment measures including the iReady Diagnostic revealed mix results. Overall, our students maintained their level in Math, scoring at the green range. However, in ELA and our English Language Learners decreased from green to orange and yellow respectively. While our students are making progress in the Math CCSS standards, there is a need to improve student achievement for several of our subgroups. Our African American students scored at the yellow level and our Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities scored at orange range. In ELA, our students overall scored at the orange range with all subgroups at the orange range with the exception of our Asian students who scored at the blue range and our Filipino and students with two or more races scored at the green range. Our Students with Disabilities scored at the red range.   Our English learners scored at the yellow range, a decrease from the green range on the Dashboard. We are continuing to utilize new CCSS instructional materials in Math and have adopted new materials in ELA/ELD. Our new intervention system is available for all K-6 students in need of support.   In addition, our students engage with a variety of technology based support programs on a regular basis. A continued focus on higher student achievement, for all students, with appropriate intervention, materials and technology and personnel to facilitate learning for all students is a continued area of need.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1 Highly Qualified Staff Standards Aligned Materials	All staff members are highly qualified Williams/SARC All students have access to core curriculum materials aligned to CCSS.	All staff members are highly qualified Williams/SARC - Maintain All students have access to core curriculum materials aligned to CCSS - Maintain	All staff members are highly qualified Williams/SARC - Maintain All students have access to core curriculum materials aligned to CCSS - Maintain	All staff members are highly qualified Williams/SARC All students have access to core curriculum materials aligned to CCSS - Maintain
Priority 2 Implementation of State Standards Implementation of board adopted academic content and performance standards for all students English learners will have access to CCSS and ELD	All students are instructed in the state adopted standards English learners receive instruction in ELD and academics using state adopted materials and state standards	All students are instructed in the state adopted standards - Maintain English learners receive instruction in ELD and academics using state adopted materials and state standards - Maintain	All students are instructed in the state adopted standards - Maintain English learners receive instruction in ELD and academics using state adopted materials and state standards - Maintain	All students are instructed in the state adopted standards - Maintain English learners receive instruction in ELD and academics using state adopted materials and state standards - Maintain
Priority 4 - Pupil Achievement Academic indicator in ELA & Math EL Progress Indicator	ELA Green (Medium) Overall Blue (High)- Asian Green - Filipino (High), White (Medium)	ELA Green (Medium) Overall Maintain or increase Blue Asian (High) Maintain Green - Filipino (High), White (Medium) Maintain or increase	ELA Orange (Medium) Overall Increase to green Blue Asian (High) Maintain Green - Filipino, Two+ Races (High) Maintain or increase to Blue	ELA Orange (Medium) Overall Increase to green Blue Asian (High) Maintain Green - Filipino, Two+ Races (High) Maintain or increase to Blue

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Yellow (Low) - EL, SD, SWD, African American, Hispanic	Yellow (Low) EL, SD, SWD, African American, Hispanic Increase by 2%	Orange (Low) - EL, SD, SWD, African American, Hispanic, White, and Homeless Increase to yellow or higher	Orange (Low) - EL, SD, SWD, African American, Hispanic, White, and Homeless Increase to yellow or higher
	Orange (Low) - Two+ Races	Orange (Low) Two+ Races Increase by 2%		
	Math Green (Medium) Overall	Math Green (Medium) Overall Maintain or increase	Math Green (Medium) Overall Maintain or increase	Math Green (Medium) Overall Maintain or increase
	Blue (Very High) - Asian	Blue (High) Asian Maintain	Blue Asian, Two+ Races (High) Maintain	Blue Asian, Two+ Races (High) Maintain
	Green (Medium) - EL, White	Green (Medium) EL, White Maintain or increase	Green EL, Filipino (Medium) Maintain/ increase	Green EL, Filipino (Medium) Maintain/ increase
	Yellow (Low) - SD, SWD, African American, Filipino (High), Hispanic	Yellow (Low) - SD, SWD, African American, Filipino, Hispanic Increase by 2%	Yellow (Low) - African American Increase to green or higher	Yellow (Low) - African American Increase to green or higher
	Orange (Low) - Two+ Races	Orange (Low) Two+ Races Increase by 2%	Orange (Low) Hispanic, Homeless, SD, SWD Increase to yellow or higher	Orange (Low) Hispanic, Homeless, SD, SWD Increase to yellow or higher
	EL Progress Indicator - (High) Green	EL - Maintain or increase (High) Green		

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			EL - Yellow (Medium) - increase to green or higher	EL - Yellow (Medium) - increase to green or higher
Priority 7,8 Course Access	All students (including English Learners, Foster Youth, and economically deprived students) have access to the approved course of study as described under Sections 51210 and 51220(a)-(i)	All students (including English Learners, Foster Youth, and economically deprived students) have access to the approved course of study as described under Sections 51210 and 51220(a)-(i) - Maintain	All students (including English Learners, Foster Youth, and economically deprived students) have access to the approved course of study as described under Sections 51210 and 51220(a)-(i) - Maintain	All students (including English Learners, Foster Youth, and economically deprived students) have access to the approved course of study as described under Sections 51210 and 51220(a)-(i) - Maintain

Planned Actions / Services

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

Action 1

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Every student will have CCSS aligned instructional materials in ELA, Math and ELD as appropriate with intervention materials provided as needed. Materials will be available through a digital format when available: 1. Begin utilizing newly adopted ELA/ELD materials	Every student will have CCSS aligned instructional materials in ELA, Math, ELD, as appropriate with intervention materials provided as needed. Materials will be available through a digital format when available: 1. Pilot Science Programs to determine the most effective program for all Savanna students. Adopt Science Program for use in the 2019-2020 school year.	Every student will have CCSS aligned instructional materials in ELA, Math, ELD, and Science as appropriate with intervention materials provided as needed. Materials will be available through a digital format when available: 1. Begin to review social science programs and prepare for pilot in 2020-2021

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$52,628	$354,207	$55,833
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 1. Begin utilizing newly adopted ELA/ELD materials	4000-4999: Books And Supplies 1. Pilot Science Programs to determine the most effective program for all Savanna students. Adopt Science Program for use in the 2019-2020 school year.	4000-4999: Books And Supplies 1. Begin to review social science programs and prepare for pilot in 2020-2021

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)

Specific Student Groups: Students with Special Needs	[Add Location(s) selection here]
[Add Students to be Served selection here]	

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to provide instructional support to meet the needs of all learners including English Learners and students in need of intervention: 1. Continue to maintain lower class sizes across grade levels and enable teachers to focus on EL students, students with special needs and students in need of intervention	Continue to provide instructional support to meet the needs of all learners including English Learners and students in need of intervention: 1. Continue to maintain lower class sizes across grade levels and enable teachers to focus on EL students, students with special needs and students in need of intervention	Continue to provide instructional support to meet the needs of all learners including English Learners and students in need of intervention: 1. Continue to maintain lower class sizes across grade levels and enable teachers to focus on EL students, students with special needs and students in need of intervention

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$599,079	$560,619	$568,419
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 1. Continue to maintain lower class sizes across grade levels and enable teachers to focus on EL students, students with special needs and students in need of intervention	1000-1999: Certificated Personnel Salaries 1. Continue to maintain lower class sizes across the grade levels and enable teachers to focus on EL students, students with special needs and students in need of intervention.	1000-1999: Certificated Personnel Salaries 1. Continue to maintain lower class sizes across the grade levels and enable teachers to focus on EL students, students with special needs and students in need of intervention.

Action 3

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Provide supplemental intervention programs and materials to meet the needs of all learners including English Learners and students in need of intervention: 1. Explore/pilot ELA/ELD and Math intervention programs designed to meet the needs of students in need of assistance and English Language Learners.	Provide supplemental intervention programs and materials to meet the needs of all learners including English Learners and students in need of intervention: 1. Utilize ELA/ELD and Math intervention programs designed to meet the needs of students in need of assistance and English Language Learners.	Provide supplemental intervention programs and materials to meet the needs of all learners including English Learners and students in need of intervention: 1. Utilize ELA/ELD and Math intervention programs designed to meet the needs of students in need of assistance and English Language Learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$100,000	$100,000	$100,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies 1. Explore/pilot ELA/ELD and Math supplemental intervention programs to meet the needs of students in need of assistance and English learners.	4000-4999: Books And Supplies 1. Utilize ELA/ELD and Math supplemental intervention programs to meet the needs of students in need of assistance and English learners.	4000-4999: Books And Supplies 1. Utilize ELA/ELD and Math supplemental intervention programs to meet the needs of students in need of assistance and English learners.

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)

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to provide technology infrastructure and support: 1. Maintain Data Management System, 2. Maintain Information Management System.	Continue to provide technology infrastructure and support: 1. Maintain Data Management System, 2. Maintain Information Management System.	Continue to provide technology infrastructure and support: 1. Maintain Data Management System, 2. Maintain Information Management System.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$13,200	$14,000	$14,500
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 1. Maintain Data Management System	5000-5999: Services And Other Operating Expenditures 1. Maintain Data Management System	5000-5999: Services And Other Operating Expenditures 1. Maintain Data Management System
Amount	$22,000	$23,000	$23,500
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 2. Maintain Information Management System	5000-5999: Services And Other Operating Expenditures 2. Maintain Information Management System	5000-5999: Services And Other Operating Expenditures 2. Maintain Information Management System

Action 5

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners

Foster Youth

Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Continue to provide technology infrastructure support for intervention:

Maintain, investigate, pilot and add technology (hardware and software) to
1. address the achievement gap:
2. support English learners

2018-19 Actions/Services

Continue to provide technology infrastructure support for intervention:

Maintain, investigate, pilot and add technology (hardware and software) to
1. address the achievement gap:
2. support English learners

2019-20 Actions/Services

Continue to provide technology infrastructure support for intervention:

Maintain, investigate, pilot and add technology (hardware and software) to
1. address the achievement gap:
2. support English learners

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$10,000	$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies 1. Maintain, investigate, pilot and add technology (hardware and software) to address the achievement gap	4000-4999: Books And Supplies 1. Maintain, investigate, pilot and add technology (hardware and software) to address the achievement gap	4000-4999: Books And Supplies 1. Maintain, investigate, pilot and add technology (hardware and software) to address the achievement gap
Amount	$10,000	$10,000	$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies 2. Maintain, investigate,pilot and add technology (hardware and software) to support English learners	4000-4999: Books And Supplies 2. Maintain, investigate,pilot and add technology (hardware and software) to support English learners	4000-4999: Books And Supplies 1. Maintain, investigate,pilot and add technology (hardware and software) to support English learners

Action 6

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide professional development focused on job requirements and the ongoing needs of students: 1. Provide two non-student, professional development days to provide classified staff with resources to meet student needs, 2. Provide a variety of professional development to increase understanding of job requirements related to student needs across the District	Provide professional development focused on job requirements and the ongoing needs of students: 1. Provide two non-student, professional development days to provide classified staff with resources to meet student needs, 2. Provide a variety of professional development to increase understanding of job requirements related to student needs across the District	Provide professional development focused on job requirements and the ongoing needs of students: 1. Provide two non-student, professional development days to provide classified staff with resources to meet student needs, 2. Provide a variety of professional development to increase understanding of job requirements related to student needs across the District

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,049	$5,059	$5,059
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries 1. Provide two non-student, professional development days to provide classified staff with resources to meet student needs	2000-2999: Classified Personnel Salaries 1. Provide two non-student, professional development days to provide classified staff with resources to meet student needs	2000-2999: Classified Personnel Salaries 1. Provide two non-student, professional development days to provide classified staff with resources to meet student needs
Amount	$5,000	$5,000	$5,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 2. Provide a variety of professional development to increase understanding of job requirements related to student needs across the District	5000-5999: Services And Other Operating Expenditures 2. Provide a variety of professional development to increase understanding of job requirements related to student needs across the District	5000-5999: Services And Other Operating Expenditures 2. Provide a variety of professional development to increase understanding of job requirements related to student needs across the District

Action 7

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

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

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

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

English Learners
Foster Youth
Low Income

LEA-wide

All Schools

Actions/Services

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

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

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

New Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide professional development focused on 21st century teaching and learning, CCSS, ELD Standards, and the ongoing needs of students: 1. Provide three non-student, professional development days for certificated staff members with resources to meet student needs, 2. Continue to provide additional professional development for teachers to differentiate instruction and provide CCSS aligned instruction to high needs, and/or struggling students,	Provide professional development focused on 21st century teaching and learning, CCSS, ELD Standards, NGSS and the ongoing needs of students: 1. Provide three non-student, professional development days for certificated staff members with resources to meet student needs, 2. Continue to provide additional professional development for teachers to differentiate instruction and provide CCSS aligned instruction to high needs, and/or struggling students,	Provide professional development focused on 21st century teaching and learning, CCSS, ELD Standards, NGSS , and the ongoing needs of students: 1. Provide three non-student, professional development days for certificated staff members with resources to meet student needs, 2. Continue to provide additional professional development for teachers to differentiate instruction and provide CCSS aligned instruction to high needs, and/or struggling students,

3. Provide additional professional development and coaching to increase teachers' understanding of ELD and to assure that English learners receive support in accessing Common Core State Standards, 4. Provide professional development and peer coaching on differentiated instruction and intervention support	3. Provide additional professional development and coaching to increase teachers' understanding of ELD and to assure that English learners receive support in accessing Common Core State Standards, 4. Provide professional development and peer coaching on differentiated instruction and intervention support	3. Provide additional professional development and coaching to increase teachers' understanding of ELD and to assure that English learners receive support in accessing Common Core State Standards, 4. Provide professional development and peer coaching on differentiated instruction and intervention support

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$177,222	$149,600	$154,343
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 1. Provide three non-student, professional development days for certificated staff members with resources to meet student needs	1000-1999: Certificated Personnel Salaries 1. Provide three non-student, professional development days for certificated staff members with resources to meet student needs	1000-1999: Certificated Personnel Salaries 1. Provide three non-student, professional development days for certificated staff members with resources to meet student needs
Amount	$16,830	$13,959	$13,959
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 2. Continue to provide additional professional development for teachers to differentiate instruction and provide CCSS aligned instruction to high needs, and/or struggling students	1000-1999: Certificated Personnel Salaries 2. Continue to provide additional professional development for teachers to differentiate instruction and provide CCSS aligned instruction to high needs, and/or struggling students	1000-1999: Certificated Personnel Salaries 2. Continue to provide additional professional development for teachers to differentiate instruction and provide CCSS aligned instruction to high needs, and/or struggling students

Amount	$5,000	$5,000	$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures 3. Provide additional professional development and coaching to increase teachers' understanding of ELD and to assure that English learners receive support in accessing Common Core State Standards	5000-5999: Services And Other Operating Expenditures 3. Provide additional professional development and coaching to increase teachers' understanding of ELD and to assure that English learners receive support in accessing Common Core State Standards	5000-5999: Services And Other Operating Expenditures 3. Provide additional professional development and coaching to increase teachers' understanding of ELD and to assure that English learners receive support in accessing Common Core State Standards
Amount	$5,000	$5,000	$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures 4. Provide professional development and peer coaching on differentiated instruction and intervention support	5000-5999: Services And Other Operating Expenditures 4. Provide professional development and peer coaching on differentiated instruction and intervention support	5000-5999: Services And Other Operating Expenditures 4. Provide professional development and peer coaching on differentiated instruction and intervention support

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)

All	All Schools

OR

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

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

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)

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to hire, appropriately assign, and compensate highly qualified certificated and classified staff: 1. Maintain general education classes with highly qualified personnel, 2. Continue to analyze District certificated and classified personnel needs, 3. Maintain technology infrastructure and support, 4. Maintain professional development to support technology integration across the curriculum, 5. Support BTSA Induction Program.	Continue to hire, appropriately assign, and compensate highly qualified certificated and classified staff: 1. Maintain general education classes with highly qualified personnel, 2. Continue to analyze District certificated and classified personnel needs, 3. Maintain technology infrastructure and support, 4. Maintain professional development to support technology integration across the curriculum, 5. Support BTSA Induction Program.	Continue to hire, appropriately assign, and compensate highly qualified certificated and classified staff: 1. Maintain general education classes with highly qualified personnel, 2. Continue to analyze District certificated and classified personnel needs, 3. Maintain technology infrastructure and support, 4. Maintain professional development to support technology integration across the curriculum, 5. Support BTSA Induction Program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$9,604,026	$9,289,101	$9,493,305
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 1. Maintain general education classes with highly qualified personnel	1000-1999: Certificated Personnel Salaries 1. Maintain general education classes with highly qualified personnel	1000-1999: Certificated Personnel Salaries 1. Maintain general education classes with highly qualified personnel

Amount	$0		$0		$0	
Budget Reference	2. Continue to analyze District certificated and classified personnel needs		2. Continue to analyze District certificated and classified personnel needs		2. Continue to analyze District certificated and classified personnel needs	
Amount	$169,223		$176,941		$182,374	
Source	Base		Base		Base	
Budget Reference	2000-2999: Classified Personnel Salaries 3. Maintain technology infrastructure and support		1000-1999: Certificated Personnel Salaries 3. Maintain technology infrastructure and support with a change in budgeted expenditures to include certificated personnel		1000-1999: Certificated Personnel Salaries 3. Maintain technology infrastructure and support	
Amount	$0		$202,496		$205,471	
Source	Base		Base		Base	
Budget Reference	1000-1999: Certificated Personnel Salaries 4. Maintain professional development to support technology integration across the curriculum		1000-1999: Certificated Personnel Salaries 4. Maintain professional development to support technology integration across the curriculum		1000-1999: Certificated Personnel Salaries 4. Maintain professional development to support technology integration across the curriculum	
Amount	$15,000		$15,000		$15,000	
Source	Base		Base		Base	
Budget Reference	5000-5999: Services And Other Operating Expenditures 5. Support BTSA Induction Program		5000-5999: Services And Other Operating Expenditures 5. Support BTSA Induction Program		5000-5999: Services And Other Operating Expenditures 5. Support BTSA Induction Program	

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)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to hire, appropriately assign, and compensate highly qualified certificated and classified staff for high needs students: 1. Maintain certificated student services/special education support, 2. Maintain classified student services/special education support, 3. Maintain Title 1 teacher support at Title 1 funded sites, 4. Provide professional development and support in the effective use of technology across the curriculum, 5. Provide professional development to support certificated staff in meeting the Designated and Integrated needs of English learners.	Continue to hire, appropriately assign, and compensate highly qualified certificated and classified staff for high needs students: 1. Maintain certificated student services/special education support, 2. Maintain classified student services/special education support, 3. Maintain Title 1 teacher support at Title 1 funded sites, 4. Provide professional development and support in the effective use of technology across the curriculum, 5. Provide professional development to support certificated staff in meeting the Designated and Integrated needs of English learners.	Continue to hire, appropriately assign, and compensate highly qualified certificated and classified staff for high needs students: 1. Maintain certificated student services/special education support, 2. Maintain classified student services/special education support, 3. Maintain Title 1 teacher support at Title 1 funded sites, 4. Provide professional development and support in the effective use of technology across the curriculum, 5. Provide professional development to support certificated staff in meeting the Designated and Integrated needs of English learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,192,436	$2,439,788	$2,529,130
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 1. Maintain certificated student services/special education support	1000-1999: Certificated Personnel Salaries 1. Maintain certificated student services/special education support	1000-1999: Certificated Personnel Salaries 1. Maintain certificated student services/special education support
Amount	$281,839	$382,939	$388,684
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries 2. Maintain classified student services/special education support	2000-2999: Classified Personnel Salaries 2. Maintain classified student services/special education support	2000-2999: Classified Personnel Salaries 2. Maintain classified student services/special education support
Amount	$260,619	$446,629	$465,290
Source	Title I	Title I	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries 3. Maintain Title 1 teacher support at Title 1 funded sites	1000-1999: Certificated Personnel Salaries 3. Maintain Title 1 teacher support at Title 1 funded sites	1000-1999: Certificated Personnel Salaries 3. Maintain Title 1 teacher support at Title 1 funded sites
Amount	$84,670	$106,904	$108,557
Source	Title II	Title II	Title II
Budget Reference	1000-1999: Certificated Personnel Salaries 4. Provide professional development and support in the effective use of technology across the curriculum	1000-1999: Certificated Personnel Salaries 4. Provide professional development and support in the effective use of technology across the curriculum	1000-1999: Certificated Personnel Salaries 4. Provide professional development and support in the effective use of technology across the curriculum

Amount	$105,864	$112,687	$118,435
Source	Title III	Title III	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries 5. Provide professional development to support certificated staff in meeting the Designated and Integrated needs of English learners	1000-1999: Certificated Personnel Salaries 5. Provide professional development to support certificated staff in meeting the Designated and Integrated needs of English learners	1000-1999: Certificated Personnel Salaries 5. Provide professional development to support certificated staff in meeting the Designated and Integrated needs of English learners

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)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide student programs to allow for real world experiences to assist students in the understanding of Common Core State Standards:	Provide student programs to allow for real world experiences to assist students in the understanding of Common Core State Standards:	Provide student programs to allow for real world experiences to assist students in the understanding of Common Core State Standards:

1. Provide study trips, 2. Provide Music Masters Program, 3. Continue to provide Summer Academy with a STEM emphasis, extending academic support to reinforce skills and close the achievement gap.	1. Provide study trips, 2. Provide Music Masters Program, 3. Continue to provide Summer Academy with a STEM emphasis, extending academic support to reinforce skills and close the achievement gap.	1. Provide study trips, 2. Provide Music Masters Program, 3. Continue to provide Summer Academy with a STEM emphasis, extending academic support to reinforce skills and close the achievement gap.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$106,787	$95,925	$97,125
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures 1. Provide study trips	5000-5999: Services And Other Operating Expenditures 1. Provide study trips	5000-5999: Services And Other Operating Expenditures 1. Provide study trips
Amount	$39,583	$25,155	$25,155
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 2. Provide Music Masters Program	1000-1999: Certificated Personnel Salaries 2. Provide Music Masters Program	1000-1999: Certificated Personnel Salaries 2. Provide Music Masters Program
Amount	$56,354	$69,577	$70,623
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 3. Continue to provide Summer Academy with a STEM emphasis, extending academic support to reinforce skills and close the achievement gap	1000-1999: Certificated Personnel Salaries 3. Continue to provide Summer Academy with a STEM emphasis, extending academic support to reinforce skills and close the achievement gap	1000-1999: Certificated Personnel Salaries 3. Continue to provide Summer Academy with a STEM emphasis, extending academic support to reinforce skills and close the achievement gap

Goals, Actions, & Services

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

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

Unchanged Goal

Goal 2

Goal 2: Provide parent involvement and input opportunities through home, school, and community partnerships that support student success and school engagement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Identified Need:

Students come to our schools from a variety of cultures and speak a variety of languages. The majority of these students were born in the United States. Many of them speak the Spanish language and some come to us from unsafe neighborhoods. Research shows that students will achieve at higher levels in school if their parents are involved in their education. The parents of our students have many opportunities to become partners in their children's education. Data from our Thought Exchange Survey shows that they value the importance of schooling for their children. Our attendance rate is high (97.1%) and parent attendance and sign-in sheets show that District and site events, overall, are well attended; however there continues to be a need to reach out to include all of the parents of our students (including EL, Foster Youth, Low Income, and Students with Special Needs) to involve them in our schools and to provide them with resources that they need to support their children to succeed.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3 Parental Input/Decision Making Participation on Committees, surveys	Parental Input/Decision Making All sites have parent representation on	Parental Input/Decision Making All sites have parent representation on	Parental Input/Decision Making All sites have parent representation on	Parental Input/Decision Making All sites have parent representation on

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Education Opportunities Surveys, School and Site Events Outreach Programs	committees including SSC, ELAC, PTA District Committees (District Advisory Committee, DELAC) include representatives from all sites All parents and community members had the opportunity to respond to the LCAP Survey Parent Education Opportunities Parent education classes (ESL, Reach the Reader), and events are highly attended Outreach Programs Parent Link Services are in place for all parents The District and site website provides information about district and site programs/events Community Liaison works with sites to assist parents	committees including SSC, ELAC, PTA District Committees (District Advisory Committee, DELAC) include representatives from all sites All parents and community members had the opportunity to respond to the LCAP Survey Maintain Parent Education Opportunities Parent education classes (ESL, Reach the Reader), and events are highly attended Maintain Outreach Programs Parent Link Services are in place for all parents The District and site website provides information about district and site programs/events Community Liaison works with sites to assist parents Maintain	committees including SSC, ELAC, PTA District Committees (District Advisory Committee, DELAC) include representatives from all sites All parents and community members had the opportunity to respond to the LCAP Survey- Maintain Parent Education Opportunities Parent education classes (ESL, Reach the Reader), and events are highly attended Maintain Outreach Programs Parent Link Services are in place for all parents The District and site website provides information about district and site programs/events Community Liaison works with sites to assist parents Maintain	committees including SSC, ELAC, PTA District Committees (District Advisory Committee, DELAC) include representatives from all sites All parents and community members had the opportunity to respond to the LCAP Survey - Maintain Parent Education Opportunities Parent education classes (ESL, Reach the Reader), and events are highly attended Maintain Outreach Programs Parent Link Services are in place for all parents The District and site website provides information about district and site programs/events Community Liaison works with sites to assist parents Maintain

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Planned Actions / Services

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

Action 1

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners

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

LEA-wide

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

All Schools

Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Continue to provide parent training, learning opportunities, workshops and parent-school communication tools:

1. Continue ESL classes for parents desiring to learn the English language

2018-19 Actions/Services

Continue to provide parent training, learning opportunities, workshops and parent-school communication tools:

1. Continue ESL classes for parents desiring to learn the English language

2019-20 Actions/Services

Continue to provide parent training, learning opportunities, workshops and parent-school communication tools:

1. Continue ESL classes for parents desiring to learn the English language

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$11,999	$6,271	$6,271
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries 1. Continue to provide ESL classes for parents desiring to learn the English language	2000-2999: Classified Personnel Salaries 1. Continue to provide ESL classes for parents desiring to learn the English language	2000-2999: Classified Personnel Salaries 1. Continue to provide ESL classes for parents desiring to learn the English language

Action 2

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to provide involvement opportunities for parents and community members:	Continue to provide involvement opportunities for parents and community members:	Continue to provide involvement opportunities for parents and community members:

1. Establish committees at the District and site level including SSC, ELAC, PTA, DAC and DELAC to work collectively with parents to plan, execute and evaluate District and site programs, 2. Meet with parents to discuss student progress and site programs (Back to School Night, Open House, Parent-Teacher Conferences), 3. Continue participation in District/Site/Community events, 4. Maintain District Website, 5. Continue to provide phone messaging services/email to communicate effectively with parents.	1. Establish committees at the District and site level including SSC, ELAC, PTA, DAC and DELAC to work collectively with parents to plan, execute and evaluate District and site programs, 2. Meet with parents to discuss student progress and site programs (Back to School Night, Open House, Parent-Teacher Conferences), 3. Continue participation in District/Site/Community events, 4. Maintain District Website, 5. Continue to provide phone messaging services/email to communicate effectively with parents.	1. Establish committees at the District and site level including SSC, ELAC, PTA, DAC and DELAC to work collectively with parents to plan, execute and evaluate District and site programs, 2. Meet with parents to discuss student progress and site programs (Back to School Night, Open House, Parent-Teacher Conferences), 3. Continue participation in District/Site/Community events, 4. Maintain District Website, 5. Continue to provide phone messaging services/email to communicate effectively with parents.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$500	$500	$500
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 1. Establish committees at the District and site level including SSC, ELAC, PTA, DAC and DELAC to work collectively with parents to plan, execute and evaluate District and site programs	4000-4999: Books And Supplies 1. Establish committees at the District and site level including SSC, ELAC, PTA, DAC and DELAC to work collectively with parents to plan, execute and evaluate District and site programs	4000-4999: Books And Supplies 1. Establish committees at the District and site level including SSC, ELAC, PTA, DAC and DELAC to work collectively with parents to plan, execute and evaluate District and site programs
Amount	$200	$200	$200
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 2. Meet with parents to discuss student progress and site programs (Back to School Night, Open House, Parent-Teacher Conferences)	4000-4999: Books And Supplies 2. Meet with parents to discuss student progress and site programs (Back to School Night, Open House, Parent-Teacher Conferences)	4000-4999: Books And Supplies 2. Meet with parents to discuss student progress and site programs (Back to School Night, Open House, Parent-Teacher Conferences)

Amount	$500	$500	$500
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 3. Continue participation in District/Site/Community events	4000-4999: Books And Supplies 3. Continue participation in District/Site/Community events	4000-4999: Books And Supplies 3. Continue participation in District/Site/Community events
Amount	$0	$0	$0
Budget Reference	4. Maintain District Website	4. Maintain District Website	4. Maintain District Website
Amount	$7,500	$8,000	$8,200
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 5. Continue to provide phone messaging services/email to communicate effectively with parents	5000-5999: Services And Other Operating Expenditures 5. Continue to provide phone messaging services/email to communicate effectively with parents	5000-5999: Services And Other Operating Expenditures 5. Continue to provide phone messaging services/email to communicate effectively with parents

Action 3

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to provide involvement opportunities for parents and community members including parents of English Learners, students with special needs, Foster Youth and low income students: 1. Continue to provide a Community Liaison to assist parents of English Language Learners to help their children to succeed in school and provide Spanish speaking assistance at each site, 2. Continue to provide a Foster Youth/Homeless Liaison to identify needs and meet the unique needs of these student populations.	Continue to provide involvement opportunities for parents and community members including parents of English Learners, students with special needs, Foster Youth and low income students: 1. Continue to provide a Community Liaison to assist parents of English Language Learners to help their children to succeed in school and provide Spanish speaking assistance at each site, 2. Continue to provide a Foster Youth/Homeless Liaison to identify needs and meet the unique needs of these student populations.	Continue to provide involvement opportunities for parents and community members including parents of English Learners, students with special needs, Foster Youth and low income students: 1. Continue to provide a Community Liaison to assist parents of English Language Learners to help their children to succeed in school and provide Spanish speaking assistance at each site, 2. Continue to provide a Foster Youth/Homeless Liaison to identify needs and meet the unique needs of these student populations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$32,275	$33,162	$33,761
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries 1. Continue to provide a Community Liaison to assist parents of English Language Learners to help their children to succeed in school and provide Spanish speaking assistance at each site	2000-2999: Classified Personnel Salaries 1. Continue to provide a Community Liaison to assist parents of English Language Learners to help their children to succeed in school and provide Spanish speaking assistance at each site	2000-2999: Classified Personnel Salaries 1. Continue to provide a Community Liaison to assist parents of English Language Learners to help their children to succeed in school and provide Spanish speaking assistance at each site

Amount	$13,972	$14,360	$14,582
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 2. Continue to provide a Foster Youth/Homeless Liaison (Director) to identify needs and meet the unique needs of these student populations	1000-1999: Certificated Personnel Salaries 2. Continue to provide a Foster Youth/Homeless Liaison (Director) to identify needs and meet the unique needs of these student populations	1000-1999: Certificated Personnel Salaries 2. Continue to provide a Foster Youth/Homeless Liaison (Director) to identify needs and meet the unique needs of these student populations

Goals, Actions, & Services

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

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

Unchanged Goal

Goal 3

Goal 3: Provide all students with an engaging, secure learning environment (school climate)

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

All schools in the Savanna School District have been completely renovated over the past 8 years. Students attend schools in 21st Century classrooms that are safe and well maintained. Our SARC and the latest FIT Tool report ranked each of our schools at 90% and higher. The results of our Thought Exchange Survey indicated that safety is the number one concern of our staff, students and parents.   It is essential that we continue to maintain our sites and technology infrastructure to continue to provide safe, 21st century classrooms for all students. It is also essential that we maintain positive learning environments which enable our students to achieve at the highest levels possible.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1 Basic Services School Facilities are maintained in good repair	Basic Services All schools rank at 90% or above on the FIT Tool	Basic Services All schools rank at 90% or above on the FIT Tool Maintain	Basic Services All schools rank at 90% or above on the FIT Tool Maintain	Basic Services All schools rank at 90% or above on the FIT Tool Maintain

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 6 School Climate Survey Results Pupil Expulsion Rates Pupil Suspension Rates	School Climate 100% of students surveyed feel safe at school 0% of students have been expelled Suspension Rates Yellow (Low) -overall 1% Blue (Very Low) Asian, Filipino Green (Low) Two + Races Yellow EL (Low), SD (Medium), Hispanic (Low) Orange (Medium) SWD, African American, White	School Climate 100% of students surveyed feel safe at school 0% of students have been expelled Maintain Reduce suspension by 1% for all subgroups, with the exception of Asian/Filipino/2+ Races (Very Low/Low) - Maintain	School Climate 96% of students surveyed feel safe at school 0% of students have been expelled Maintain Suspension Rates Orange (Medium) overall Decrease to green Blue (Very Low) Asian Maintain Green (Low) Filipino Maintain or decrease to blue Yellow (Low) English learners Decrease to green Orange (High) Hispanic, White, Homeless, SD, SWD Decrease to yellow or green Red (High) African American, Two+ Races Decrease to yellow or green	School Climate 96% of students surveyed feel safe at school 0% of students have been expelled Maintain Suspension Rates Orange (Medium) overall Decrease to green Blue (Very Low) Asian Maintain Green (Low) Filipino Maintain or decrease to blue Yellow (Low) English learners Decrease to green Orange (High) Hispanic, White, Homeless, SD, SWD Decrease to yellow or green Red (High) African American, Two+ Races -Decrease to yellow or green

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Planned Actions / Services

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

Action 1

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to provide safe, clean facilities through ongoing preventative maintenance, repairs, purchase and installation of equipment:	Continue to provide safe, clean facilities through ongoing preventative maintenance, repairs, purchase and installation of equipment:	Continue to provide safe, clean facilities through ongoing preventative maintenance, repairs, purchase and installation of equipment:

1. Ongoing preventative maintenance, repair, purchase and installation of equipment, 2. Analyze District personnel needs	1. Ongoing preventative maintenance, repair, purchase and installation of equipment, 2. Analyze District personnel needs	1. Ongoing preventative maintenance, repair, purchase and installation of equipment, 2. Analyze District personnel needs

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$300,000	$350,000	$360,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 1. Ongoing preventative maintenance, repair, purchase and installation of equipment	4000-4999: Books And Supplies 1. Ongoing preventative maintenance, repair, purchase and installation of equipment	4000-4999: Books And Supplies 1. Ongoing preventative maintenance, repair, purchase and installation of equipment
Amount	$0	$0	$0
Budget Reference	2. Analyze District personnel needs	2. Analyze District personnel needs	2. Analyze District personnel needs

Action 2

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Technology infrastructure and site support will meet the needs of 21st Century learners: 1. Continue to maintain Technology Learning Centers/STEM Centers, 2. Maintain Information Management System, 3. Management Information Supervisor will continue to maintain and update technology across the District	Technology infrastructure and site support will meet the needs of 21st Century learners: 1. Continue to maintain Technology Learning Centers/STEM Centers, 2. Maintain Information Management System, 3. Director of 21st Century Learning will continue to maintain and update technology across the District	Technology infrastructure and site support will meet the needs of 21st Century learners: 1. Continue to maintain Technology Learning Centers/STEM Centers, 2. Maintain Information Management System, 3. Director of 21st Century Learning will continue to maintain and update technology across the District

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$100,000	$100,000	$100,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 1. Continue to maintain Technology Learning Centers/STEM Centers	4000-4999: Books And Supplies 1. Continue to maintain Technology Learning Centers/STEM Centers	4000-4999: Books And Supplies 1. Continue to maintain Technology Learning Centers/STEM Centers
Amount	$70,000	$70,000	$72,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 2. Maintain Information Management System	5000-5999: Services And Other Operating Expenditures 2. Maintain Information Management System	5000-5999: Services And Other Operating Expenditures 2. Maintain Information Management System

Amount	$30,000	$50,000	$50,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 3. Management Information Supervisor will continue to maintain and update technology across the District	4000-4999: Books And Supplies 3. Director of 21st Century Learning will continue to maintain and update technology across the District	4000-4999: Books And Supplies 3. Director of 21st Century Learning will continue to maintain and update technology across the District

Action 3

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners

Foster Youth

Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide student support programs to enable all students to develop socially and achieve academic success:	Provide student support programs to enable all students to develop socially and achieve academic success:	Provide student support programs to enable all students to develop socially and achieve academic success:

1. Continue to implement the Positive Behavior Interventions and Supports (PBIS) Program, 2. Continue counseling programs to provide resources for students in need of intervention.	1. Continue to implement the Positive Behavior Interventions and Supports (PBIS) Program as part of the MTSS Framework. 2. Continue counseling programs to provide resources for students in need of intervention.	1. Continue to implement the Positive Behavior Interventions and Supports (PBIS) Program as part of the MTSS Framework. 2. Continue counseling programs to provide resources for students in need of intervention.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$10,000	$10,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies 1.Continue to implement the Positive Behavior Interventions and Supports (PBIS) Program	4000-4999: Books And Supplies 1. Continue to implement the Positive Behavior Interventions and Supports (PBIS) Program	4000-4999: Books And Supplies 1. Continue to implement the Positive Behavior Interventions and Supports (PBIS) Program
Amount	$43,877	$174,578	$175,044
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 2. Continue counseling programs to provide resources for students in need of intervention	1000-1999: Certificated Personnel Salaries 2. Continue counseling programs to provide resources for students in need of intervention	1000-1999: Certificated Personnel Salaries 2. Continue counseling programs to provide resources for students in need of intervention

Goals, Actions, & Services

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

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

Unchanged Goal

Goal 4

Continue to maintain 96% attendance rate while decreasing truancy and chronic absenteeism

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Identified Need:

Our student attendance rate in 2016-17 was 96.8% As of April, 2018, our attendance rate was at 97.1%. Our Saturday Academy offers an opportunity for parents to send their children to school if they have missed a day or if they need additional reinforcement. Over 1,700 students have attended Saturday Academy, as of April, 2018 which is held twice per month. However, our truancy rate is 18% and our chronic absenteeism rate is 6%. It is essential that all students attend school every day to maintain the highest level of achievement. In addition, it is also essential to provide our students with the structure, support and values that they need to become contributing members to our society.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Pupil Engagement School Attendance Rates	Attendance Rate 96.8% Truancy Rate 16%	Attendance rate 96.8% - Maintain or higher	Maintain Attendance Rate of 96% or higher	Maintain Attendance Rate of 96% or higher

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Truancy Rates Chronic Absenteeism	Chronic Absenteeism Rate 8%	Truancy Rate 18% - Decrease by 1% Chronic Absenteeism Rate 6% - Maintain/decrease below the county average	Decrease Truancy Rate (18%) by 1% Maintain/decrease Chronic Absenteeism Rate (6%) below the county average.	Decrease Truancy Rate (18%) by 1% Maintain/decrease Chronic Absenteeism Rate (6%) below the county average.

Planned Actions / Services

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

Action 1

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

Continue to implement student programs to provide intervention for students in need of assistance: 1. Continue to implement Saturday Academy to include reinforcement for at risk students and to capture lost ADA, 2. Continue to provide health services for all students who are in need of intervention, 3. Maintain attendance incentives.	Continue to implement student programs to provide intervention for students in need of assistance: 1. Continue to implement Saturday Academy to include reinforcement for at risk students and to capture lost ADA, 2. Continue to provide health services for all students who are in need of intervention, 3. Maintain attendance incentives.	Continue to implement student programs to provide intervention for students in need of assistance: 1. Continue to implement Saturday Academy to include reinforcement for at risk students and to capture lost ADA, 2. Continue to provide health services for all students who are in need of intervention, 3. Maintain attendance incentives.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$7,032	$7,149	$7,262
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 1. Continue to implement Saturday Academy to include reinforcement for at risk students and to capture lost ADA	1000-1999: Certificated Personnel Salaries 1. Continue to implement Saturday Academy to include reinforcement for at risk students and to capture lost ADA	1000-1999: Certificated Personnel Salaries 1. Continue to implement Saturday Academy to include reinforcement for at risk students and to capture lost ADA
Amount	$45,097	$36,882	$38,705
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 2. Continue to provide health services for all students who are in need of intervention	1000-1999: Certificated Personnel Salaries 2. Continue to provide health services for all students who are in need of intervention	1000-1999: Certificated Personnel Salaries 2. Continue to provide health services for all students who are in need of intervention

Amount	$7,500	$7,500	$7,500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures 3. Maintain attendance incentives	5000-5999: Services And Other Operating Expenditures 3. Maintain attendance incentives	5000-5999: Services And Other Operating Expenditures 3. Maintain attendance incentives

Action 2

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

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

All

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

All Schools

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide parent involvement/communication to increase awareness about the importance of school attendance: 1. Maintain Attendance Letters, 2. Maintain SART/SARB/D.A. Meetings, 3. Maintain home visits.	Provide parent involvement/communication to increase awareness about the importance of school attendance: 1. Maintain Attendance Letters, 2. Maintain SART/SARB/D.A. Meetings, 3. Maintain home visits.	Provide parent involvement/communication to increase awareness about the importance of school attendance: 1. Maintain Attendance Letters, 2. Maintain SART/SARB/D.A. Meetings, 3. Maintain home visits.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$200	$200	$200
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 1. Maintain Attendance Letters	4000-4999: Books And Supplies 1. Maintain Attendance Letters	4000-4999: Books And Supplies 1. Maintain Attendance Letters
Amount	$200	$200	$200
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 2. Maintain SART/SARB/D.A. Meetings	4000-4999: Books And Supplies 2. Maintain SART/SARB/D.A. Meetings	4000-4999: Books And Supplies 2. Maintain SART/SARB/D.A. Meetings
Amount	$0	$0	$0
Budget Reference	3. Maintain home visits	3. Maintain home visits	3. Maintain home visits

Action 3

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide transportation for students to ensure their ability to get to school each day in a timely manner: 1. Maintain staff to operate and maintain busses. 2. Maintain and purchase busses as needed.	Provide transportation for students to ensure their ability to get to school each day in a timely manner: 1. Maintain staff to operate and maintain busses. 2. Maintain and purchase busses as needed.	Provide transportation for students to ensure their ability to get to school each day in a timely manner: 1. Maintain staff to operate and maintain busses. 2. Maintain and purchase busses as needed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$373,271	$535,572	$548,833
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries 1. Maintain staff to operate and maintain busses	2000-2999: Classified Personnel Salaries 1. Increase staff to operate and maintain busses	2000-2999: Classified Personnel Salaries 1. Maintain staff to operate and maintain busses
Amount	$84,670	$86,629	$90,245
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries 2. Maintain and purchase busses as needed	2000-2999: Classified Personnel Salaries 2. Maintain and purchase busses as needed	2000-2999: Classified Personnel Salaries 2. Maintain and purchase busses as needed

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$4,636,058	26.62%

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).

Our unduplicated count of students represents 78.78% of our total enrollment. In the second of our three year plan to meet the needs of all of our students, including unduplicated students, the district is expending supplemental and concentration funds on a district-wide basis. All four goals contain actions and services that are principally directed to the needs of our English learners, Students With Special Needs, Foster Youth, and low income students. Funds will continue be used to increase student support services through the following expenditures: intervention materials, lower class sizes, technology (hardware and software), professional development, coaching, support for student services, extended school year, study trips, Music Masters, parental support, behavior programs, counseling, Saturday Academy, increased nurse support, attendance incentives, and transportation. These principally directed services provide substantial support above and beyond the regular core program and have proven effective in meeting the needs of our English Language Learners, Students With Special Needs, Foster Youth and low income students. These services will continue to provide principal benefit to unduplicated students.

The proportionality percentage is met by increasing the level of services for low income students, Foster Youth, Students With Special Needs and English Language Learners on a district-wide basis. In addition, through our MTSS Grant, we are ramping up our efforts to establish a cohesive framework to support the academic, behavioral and social emotional needs of our unduplicated students. The increase in services reflects additional programs and expenditures including 1) instructional support for intervention to support student needs for our English Language Learners, Students With Special Needs, Foster Youth and low income students; 2) additional professional development and coaching to help teachers learn techniques and strategies to meet the needs of our low income, Foster Youth, Students With Special Needs, and English Language Learners; 3) additional learning opportunities for the parents of English Language learners, Foster Youth and low income parents; 4) additional days of instruction offered beyond the 180 day school year

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).

through Saturday Academy and Summer Academy, with support for English Language Learners, low income, Foster Youth students, and Students With Special Needs, and; 5) a Foster Youth/Homeless Liaison to meet the unique needs of these student populations.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$3,238,103	18.14%

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).

Our unduplicated count of students represents 75% of our total enrollment. To meet the needs of all of our students, including unduplicated students, the district is expending supplemental and concentration funds on a district-wide basis. All four goals contain actions and services that are principally directed to the needs of our English learners, Students With Special Needs, Foster Youth, and low income students. These funds will be used to increase student support services through the following expenditures: intervention materials, lower class sizes, technology (hardware and software), professional development, coaching, support for student services, extended school year, study trips, Music Masters, parental support, behavior programs, counseling, Saturday Academy, increased nurse support, attendance incentives, and transportation.   These principally directed services have proven effective in meeting the needs of our English Language learners, Students With Special Needs, Foster Youth and low income students.

The proportionality percentage is met by increasing the level of services for low income students, Foster Youth, Students With Special Needs and English Language Learners on a district-wide basis. The increase in services reflects additional programs and expenditures including 1) instructional support for intervention to support student needs for our English Language Learners, Students With Special Needs, Foster Youth and low income students; 2) additional professional development and coaching to help teachers learn techniques and strategies to meet the needs of our low income, Foster Youth, Students With Special Needs, and English Language learners; 3) additional learning opportunities for the parents of English Language learners, Foster Youth and low income parents; 4) additional days of instruction offered beyond the 180 day school year through Saturday Academy and Summer Academy, with support for English Language learners, low income, Foster Youth students, and Students With Special Needs, and; 5) a Foster Youth/Homeless Liaison to meet the unique needs of these student populations.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged
As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served
The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)
> Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

>> **Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served
> For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service
> For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:
> - If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
> - If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
> - If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

>> **For charter schools and single-school school districts**, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)
> Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds
> Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services
> Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.
For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:
- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:
- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;
  B. Pupil expulsion rates; and
  C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
  A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
  B. Programs and services developed and provided to unduplicated pupils; and
  C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
  A. Working with the county child welfare agency to minimize changes in school placement
  B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
  C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
  D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
  A. Local priority goals; and
  B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

    (a) "Chronic absenteeism rate" shall be calculated as follows:

        (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

        (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

        (3) Divide (1) by (2).

    (b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

    (c) "High school dropout rate" shall be calculated as follows:

        (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

        (2) The total number of cohort members.

        (3) Divide (1) by (2).

    (d) "High school graduation rate" shall be calculated as follows:

        (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

        (2) The total number of cohort members.

        (3) Divide (1) by (2).

    (e) "Suspension rate" shall be calculated as follows:

        (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

        (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

        (3) Divide (1) by (2).

    (f) "Expulsion rate" shall be calculated as follows:

        (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

        (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

        (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	15,076,202.00	15,417,676.00	15,076,202.00	16,110,289.00	16,193,765.00	47,380,256.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	10,395,226.00	10,320,837.00	10,395,226.00	10,664,404.00	10,591,842.00	31,651,472.00
Supplemental	629,693.00	815,620.00	629,693.00	912,103.00	932,203.00	2,473,999.00
Supplemental and Concentration	3,600,130.00	3,681,141.00	3,600,130.00	3,867,562.00	3,977,438.00	11,445,130.00
Title I	260,619.00	418,748.00	260,619.00	446,629.00	465,290.00	1,172,538.00
Title II	84,670.00	77,686.00	84,670.00	106,904.00	108,557.00	300,131.00
Title III	105,864.00	103,644.00	105,864.00	112,687.00	118,435.00	336,986.00

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

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	15,076,202.00	15,417,676.00	15,076,202.00	16,110,289.00	16,193,765.00	47,380,256.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	13,246,661.00	13,376,356.00	13,246,661.00	13,826,425.00	14,170,654.00	41,243,740.00
2000-2999: Classified Personnel Salaries	958,326.00	1,014,774.00	958,326.00	1,049,632.00	1,072,853.00	3,080,811.00
4000-4999: Books And Supplies	614,228.00	788,585.00	614,228.00	985,807.00	697,433.00	2,297,468.00
5000-5999: Services And Other Operating Expenditures	256,987.00	237,961.00	256,987.00	248,425.00	252,825.00	758,237.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	15,076,202.00	15,417,676.00	15,076,202.00	16,110,289.00	16,193,765.00	47,380,256.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	9,604,026.00	9,428,663.00	9,604,026.00	9,668,538.00	9,881,150.00	29,153,714.00
1000-1999: Certificated Personnel Salaries	Supplemental	109,978.00	307,904.00	109,978.00	232,969.00	235,593.00	578,540.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	3,081,504.00	3,039,711.00	3,081,504.00	3,258,698.00	3,361,629.00	9,701,831.00
1000-1999: Certificated Personnel Salaries	Title I	260,619.00	418,748.00	260,619.00	446,629.00	465,290.00	1,172,538.00
1000-1999: Certificated Personnel Salaries	Title II	84,670.00	77,686.00	84,670.00	106,904.00	108,557.00	300,131.00
1000-1999: Certificated Personnel Salaries	Title III	105,864.00	103,644.00	105,864.00	112,687.00	118,435.00	336,986.00
2000-2999: Classified Personnel Salaries	Base	174,272.00	174,272.00	174,272.00	5,059.00	5,059.00	184,390.00
2000-2999: Classified Personnel Salaries	Supplemental	502,215.00	490,216.00	502,215.00	661,634.00	679,110.00	1,842,959.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	281,839.00	350,286.00	281,839.00	382,939.00	388,684.00	1,053,462.00
4000-4999: Books And Supplies	Base	484,228.00	604,228.00	484,228.00	855,807.00	567,433.00	1,907,468.00
4000-4999: Books And Supplies	Supplemental	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	30,000.00
4000-4999: Books And Supplies	Supplemental and Concentration	120,000.00	174,357.00	120,000.00	120,000.00	120,000.00	360,000.00
5000-5999: Services And Other Operating Expenditures	Base	132,700.00	113,674.00	132,700.00	135,000.00	138,200.00	405,900.00
5000-5999: Services And Other Operating Expenditures	Supplemental	7,500.00	7,500.00	7,500.00	7,500.00	7,500.00	22,500.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	116,787.00	116,787.00	116,787.00	105,925.00	107,125.00	329,837.00

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

Total Expenditures by Goal						
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	13,937,409.00	14,121,794.00	13,937,409.00	14,618,586.00	14,669,762.00	43,225,757.00
Goal 2	66,946.00	54,666.00	66,946.00	62,993.00	64,014.00	193,953.00
Goal 3	553,877.00	761,195.00	553,877.00	754,578.00	767,044.00	2,075,499.00
Goal 4	517,970.00	480,021.00	517,970.00	674,132.00	692,945.00	1,885,047.00
Goal 5			0.00	0.00	0.00	0.00

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

Savanna School District

SBAC Results
2017-2018 School Year
English Language Arts

Year to Year Comparison

ELA Scores	Third Grade		Fourth Grade		Fifth Grade		Sixth Grade	
	2016	2017	2016	2017	2016	2017	2016	2017
Meets Standards	41	41	38	42	58	43	55	55
Difference	0		+4		-15		0	

English Language Arts
Cohort Comparison

ELA Scores	Third Grade		Fourth Grade		Fifth Grade		Sixth Grade	
	2016	2017	2016	2017	2016	2017	2016	2017
Meets Standards	N/A	41	41	42	38	43	58	55
Difference	N/A		+1		+5		-3	

Math
Year to Year Comparison

ELA Scores	Third Grade		Fourth Grade		Fifth Grade		Sixth Grade	
	2016	2017	2016	2017	2016	2017	2016	2017
Meets Standards	47	46	39	45	37	27	38	48
Difference	-1		+6		-10		+10	

Math
Cohort Comparison

ELA Scores	Third Grade		Fourth Grade		Fifth Grade		Sixth Grade	
	2016	2017	2016	2017	2016	2017	2016	2017
Meets Standards	N/A	46	47	45	39	27	37	48
Difference	N/A		-2		-12		+11	

Savanna School District
Dashboard Results
2017-2018

Students	ELA		Math		Suspension	
	16-17	*17-18*	*16-17*	*17-18*	*16-17*	*17-18*
All Students	Green	**Orange**	Green	Green	Yellow	**Orange**
Asian	Blue	Blue	Blue	Blue	Blue	Blue
Hispanic	Yellow	**Orange**	Yellow	**Orange**	Yellow	**Orange**
White	Green	**Orange**	Green	Yellow	Orange	Orange
Filipino	Green	Green	Yellow	Green	Blue	Green
African American	Yellow	**Orange**	Yellow	Yellow	Orange	**Red**
Two or More	Orange	Green	Orange	Blue	Green	**Red**
English Learners	Yellow	**Orange**	Green	Green	Yellow	Yellow
Homeless	N/A	Orange	N/A	Orange	N/A	Orange
Socioeconomically Disadvantaged	Yellow	**Orange**	Yellow	**Orange**	Yellow	**Orange**
Students with Disabilities	Yellow	**Red**	Yellow	**Orange**	Orange	Orange

English Learners	*16-17*	*17-18*
	Green	**Yellow**

Chronic Absenteeism	
Savanna	6.0%
Orange County	8.3%
State	10.8%

Local Indicators			
Basic Conditions	**State Standards**	**Parent Engagement**	**School Climate**
Met	Met	Met	Met

Bold = Decrease

thoughtexchange - *results and insights*
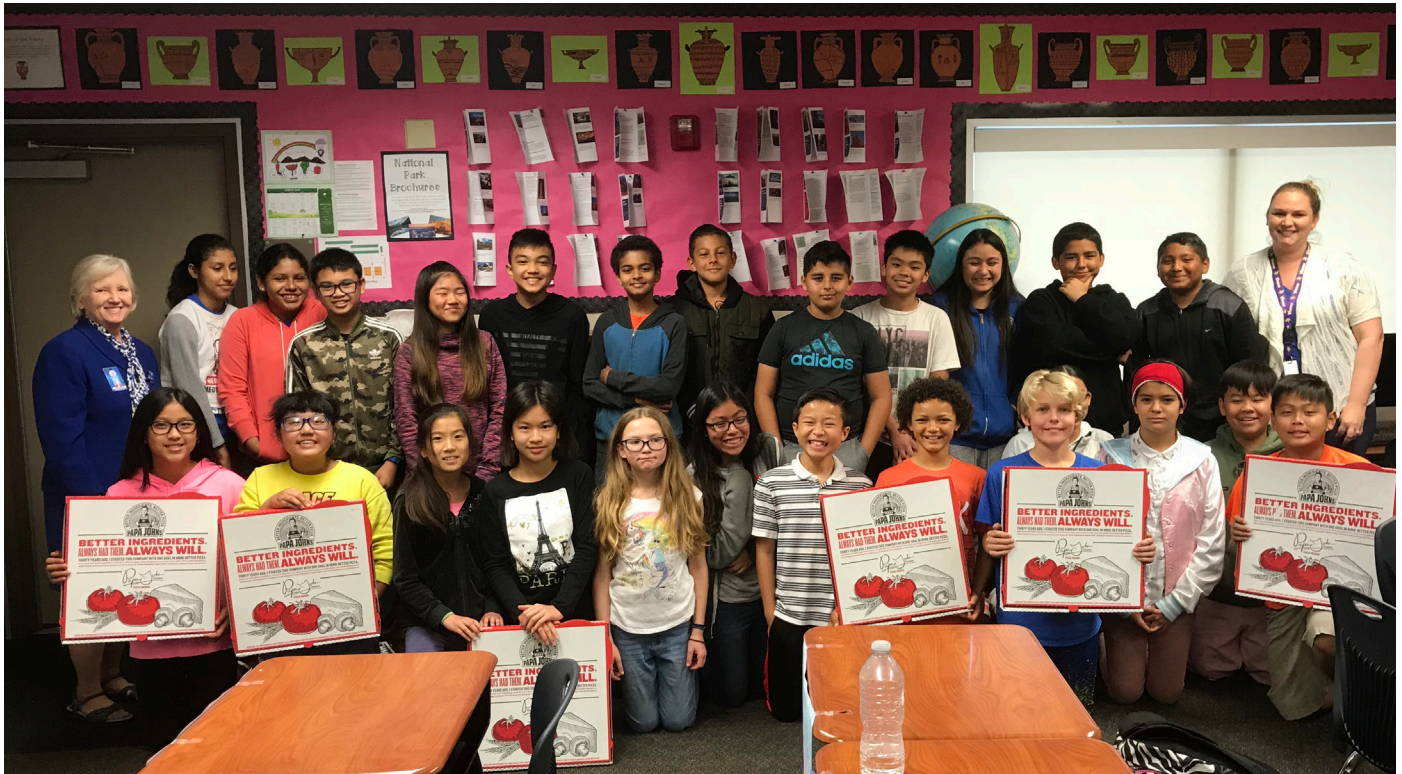
Savanna
School District

Table of Contents

Introduction

In the winter of 2018, Savanna School District reached out to their community to start a conversation about areas where they are doing well, and areas where they could improve. Participants shared their thoughts and rated the thoughts of others by placing stars next to the ideas that were most important to them. This report highlights participants' priorities and considers areas where the thoughts expressed could inform district decision-making.

1

SHARE

Share answers to
open ended questions

2

STAR

Add stars to thoughts
shared by others

The Thoughtexchange Process

Thoughtexchange provides software solutions that bring people together, build trust and make progress on important topics. People can confidentially and independently share their thoughts, appreciate other points of view and understand how their perspectives are connected to decisions.

A simple process ensures everyone is heard, everyone learns and important ideas emerge. The diagram on the right shows the three steps of the Thoughtexchange process. On the following pages, you can find the details of the questions asked and a summary of the findings.

3

DISCOVER

Discover what is
important to the group

Exchange Overview

Participation

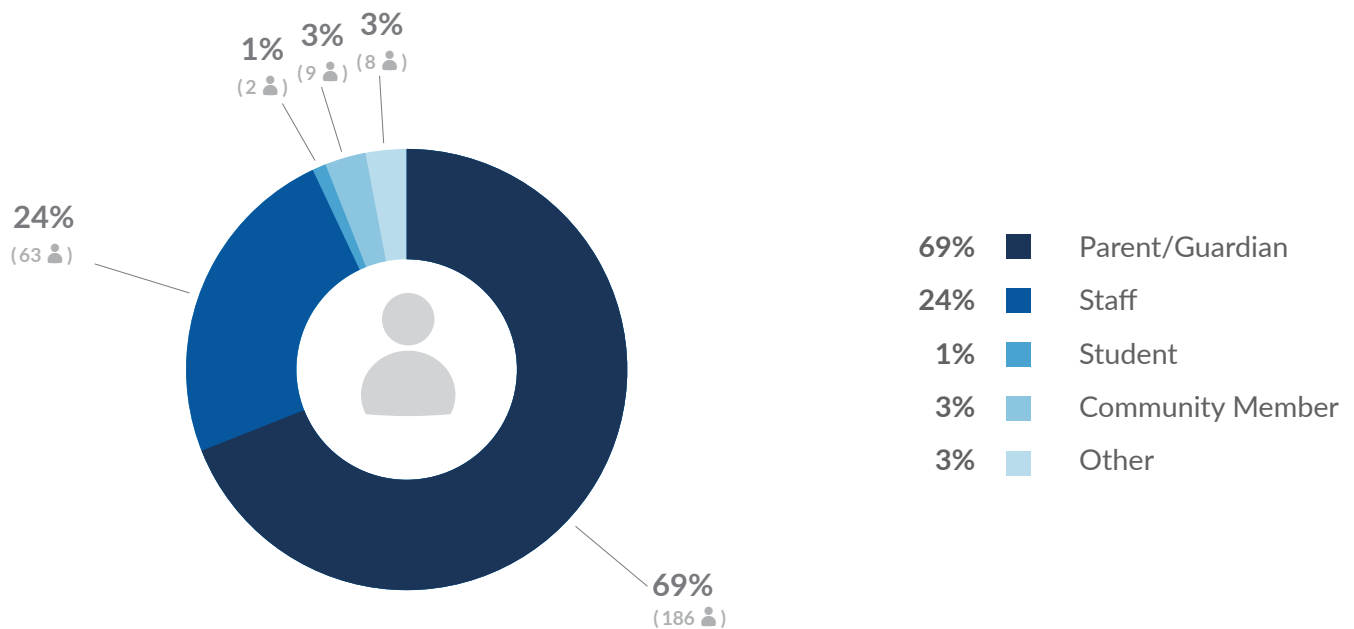👥 282   💬 545   ⭐ 4,634

Questions

Q1   What are the most important concerns for us to consider about our school or district?

Q2   What are the things you appreciate or value most about our school or district?

Demographics

69%	Parent/Guardian
24%	Staff
1%	Student
3%	Community Member
3%	Other

1% (2 👤) 3% (9 👤) 3% (8 👤)

24% (63 👤)

69% (186 👤)

▌Insights Overview

Thoughts shared by participants were grouped into themes and an analysis was conducted on the participants' starring patterns. The analysis, which highlights participants' priorities and areas of interest, is presented in the following sections:

/ School Climate
/ Staff and Leadership
/ Student Achievement and Resources
/ Community Engagement

School Climate

Participants indicated that **Safety and security** is a top priority. They also appreciate the existing safe and welcoming environment across district schools.

High Priority: Safety and Security

- This is the largest theme in Q1 and a large theme in Q2, and has a high average rating.

- Participants expressed appreciation for the safe and welcoming school environments. They like that staff are visible outside of the school at the end of the day and that visitors must go through security and safety checks.

- Participants would like the safety and security of the students to be a high priority.

- Holder Elementary School expressed the most concern (43.9%) and Cerritos Elementary School had a more even sentiment.

> **Security of the school.** Very important. We as parents need to make sure our children are safe.
>
> 4.9 ★   15 👤

Appreciate: School Climate

- This is a medium theme in Q2.

- Participants expressed appreciation for the small community atmosphere where students get individual attention and are encouraged to take pride in the district.

Small school size. I don't feel my children are lost in the shuffle; they know everyone.

4.9 ★   19 👤

Staff and Leadership

Participants shared their appreciation for the **Quality of staff** and **Leadership** in the district. They would like more **Staff training and support**.

Appreciate: Quality of Staff

- This is the largest theme and has a high average rating in Q2.

- Participants expressed appreciation for the caring, friendly and dedicated staff.

> **Teachers are very valuable.** Having great teachers that provide a good learning experience helps our children grow physically and mentally.
>
> 5.0 ★   15 👤

Appreciate: Leadership

- This is a medium theme with a high average rating in Q2.

- Participants expressed appreciation for their principals and office staff.

> **I feel supported by my principal.** Teachers should feel comfortable expressing themselves and sharing ideas and concerns.
>
> 4.5 ★   16 👤

Improvement: Staff Training and Support

- This is a medium theme in Q1.

- Participants indicated they would like to see more classroom support for staff, including in the Technology Learning Centers. They also shared concerns that teacher workloads are excessive.

> **It is important for the staff to feel supported and valued.** This is a team effort - to educate our student population. Staff ideas, opinions and input should be encouraged and valued.
>
> 4.5 ★   19 👤

Student Achievement and Resources

The following themes reflect areas of opportunity to further support student achievement:

Improvement: Academic Standards

- This is a medium theme with a high average rating in Q1.

- Participants indicated they would like students to receive a high-quality education to set them on the path to future success.

> **A good education.** It is imperative that a child receives a good education in order to prepare them for the real world. It sets standards for our children.
>
> 4.7 ★   13 👤

Improvement: Funding and Educational Resources

- This is a small theme with a high average rating in Q1.

- Participants indicated they would like to have more and equitable funding for educational materials and technology.

> **I think schools need more money.** I would like to see all children have technology.
>
> 4.9 ★   7 👤

Community Engagement

While participants appreciate the communication tools used by the district, they would also like more opportunities for parents and teachers to communicate about students and collaboratively support them.

High Priority: Parent and Community Involvement

- This is a large theme in Q1 and a medium theme in Q2.

- Participants expressed appreciation for the communication from the school to parents and for the strength of the PTA.

- They would also like to see more interaction and involvement between parents, the community and schools. For example, participants would like more opportunities for parents and teachers to meet in addition to parent-teacher conferences.

> **Keeping the parents up to date and informed regarding the academic standards.** Most of us are no longer capable of helping our children with their homework because we don't have the knowledge of Common Core or what's being taught.
>
> 4.6 ★   11 👤

Appreciate: Communication

- This is a medium theme with a high average rating.

- Participants expressed appreciation for the communication tools used by the district, including ClassDojo and recorded call reminders for events.

> **ClassDojo.** I love the consistency in communication through ClassDojo.
>
> 5.0 ★   10 👤

Learn More

Full results for Savanna School District can be found here:

Results Website: savsd.thoughtexchange.com