

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

2018-2019

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.

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2017-20 Plan Summary

The Story

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

As the “Hidden Gem” in North Orange County, La Habra City School District has the honor of serving 4,700 students in grades Transitional Kindergarten through Grade 8. The majority of our students are Hispanic and 38% are English learners. Our teachers are highly trained; and serve as mentors for those throughout the county. We are very proud of our Distinguished Schools and Innovative programming. La Habra City School District offers 1:1 iPads 24/7 for all Middle School students, Engineering opportunities through *Project Lead the Way*, and a robust Arts Academy. Our Dual Immersion School is one of distinction and our youngest students are becoming literate in coding. Additionally, Sierra Vista’s “No Excuses University” (NEU) is the only school recognized by NEU in North Orange County.

As we look to the future, it is time to change our K-2, 3-5, 6-8 configuration. Our current configuration has served us well since the 1970's it is time to integrate our community and focus on the instructional needs of our primary, upper elementary and middle school students.

At this time, we need to be more competitive with our surrounding school districts and as a community, it is important to challenge ourselves to continue to create excellent institutions of learning and to promote positive change for future generations. A Task Force consisting of representatives from the La Habra Education Association, the California School Employees Association, teachers, staff, administrators, parents, and community members was created in May 2017 to transform our TK-8 school system. Through collaboration, listening, creative thinking and purpose, the Task Force discussed the “who, what, where, when, and how” of the transformation.

Students, parents, and teachers will benefit from a collaborative and comprehensive systemic change for the 2018-2019 school year that will incorporate a new model. Arbolita, El Cerrito, Ladera Palma, Las Lomas, Sierra Vista, and Walnut Elementary schools will become TK-6 schools. Las Positas will become a TK – 5 school. Washington Middle School will become a 7-8 school, and Imperial Middle School will continue to serve students in grades 6 through 8. In 2020, Las Positas and Imperial will merge into one TK through eighth-grade campus. School attendance areas will also change to accommodate our new school reconfigurations.

Magnet and specialized programs have been selected that are unique to each school:

Arbolita Elementary – Visual and Performing Arts Academy

El Cerrito Elementary – Code to the Future (Computer Science)

Ladera Palma Elementary – Spanish Dual Immersion

Las Lomas Elementary – Entrepreneur Exploration (Music & Art)

Sierra Vista Elementary – No Excuses University/College Career Pathways/Music

Walnut Elementary – STEAM academy/AVID Demonstration Site

Las Positas Elementary – International Baccalaureate (IB) – Application for Candidacy 2018

Imperial Middle School – International Baccalaureate (IB) – Application for Candidacy 2018

Washington Middle School – Project Lead the Way (PLTW) and Music

The changes to the structure to our District will result in less change/movement for students and allow for a more continuous individualistic analysis of learning trends, data collection across grade levels, targeted interventions for at-risk students, and the building of high—powered academic schools that challenge all of our students.

LCAP Highlights

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

The La Habra City School District's Mission Statement is, "*The La Habra City School District believes in a child-centered program that recognizes the unique abilities, needs and interests of each student. The educational environment encourages development of individuals who are capable of becoming responsible citizens in a rapidly changing global society. Instructional methods and educational programs engage students in mastering the essential skills of reading, communication, mathematics, and information literacy. Students are provided opportunities to explore and pursue interests in the visual arts, performing arts, sciences and technology.*"

La Habra City School District stakeholders believe a strong Core Program, which reflects the goals described in our Mission Statement, will meet the needs of ALL students in our District. The La Habra City School District has chosen to maintain and strengthen the Core Program with the Supplemental and Concentration Grants. Approximately twenty-six percent of these funds will be principally directed to meet the needs of our unduplicated pupils and are effective in meeting the district goals for these students.

Our Stakeholders highlighted two major areas of need during the engagement process. The first was to continue to provide equal access to technology for our students in grades K-5. The second area was to provide additional funding to support Visual and Performing Arts. Our stakeholders are committed to continuing to reduce class size in grades TK-3 in order to close the achievement gap. Additionally, Bilingual Community Liaisons at each site will have the opportunity to continue to develop relationships with parents of English learners, increase the number of parent training opportunities, and promote homework, family communication, and links to resources in the community.

La Habra City School District has chosen to utilize additional Local Control Funding in the following ways:

- Continue to provide a 181-day school year for all students
- Continue to provide standards-aligned instructional materials for all
- Seven period day at each Middle School
- Provide counselors at each Middle School
- Continue to move towards reducing the average class size by one student each year in grades K-3
- Continue to provide Academic Coaches at all school sites
- Continue to provide math intervention teachers to reduce class size in intervention courses at Washington Middle School
- Provide Professional Development opportunities to support the Common Core State Standards for teachers in all grades utilizing the Professional Learning Cycle.
- Improve District communication with stakeholders
- Provide more opportunities for students to participate in Visual and Performing Arts
- Continue to support Physical Education teachers for grades K-5
- Refresh, enhance, and support technology at all sites
- Expand afterschool and night Media Center access for grades 6-8
- Provide on-going site bases technology support
- Provide programs and activities to support school readiness skills

- Maintain safe and clean facilities
- Ensure safety and wellness for all students by providing a School Resource Officer and teacher to coordinate student Wellness and Welfare
- Maintain and potentially increase student attendance rates by providing home to school transportation
- Provide AVID to increase students' eligibility for four year college/university entrance opportunities
- Monitor daily attendance
- Provide opportunities for teachers to participate in Professional Learning Communities (PLC)
- Continue to provide Read 180 and Expert 21 to students at-risk in grades 4-8
- Work with Parent Institute for Quality Education (PIQE) to provide classes for parents of English learners
- Continue to provide training for parents of Foster Youth
- Maintain Community Liaison support for Foster and McKinney Vento families

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

La Habra City School District is proud of its continued growth towards Academic Excellence. We have slightly increased the number of students meeting or exceeding the grade level standards on the state assessments in Math and English Language Arts. All students grew by 1% in English Language Arts and by 2% in mathematics. Additionally, most of our Subgroups of students have demonstrated growth in both academic areas. We have prepared students for the new ELPAC assessment and look forward to receiving baseline results on their English proficiency levels. Additionally, our reclassification rate for English learners remains above the state average.

In addition to our progress towards Academic Excellence, we continue to manage district resources to maintain a sound financial position and are proud of our positive financial certification. Moreover, we are proud of our well-maintained and inviting schools. Parents are satisfied with their child's academic progress and feel their child's school is safe, clean, and secure. Our Bilingual Community Liaisons continue to provide outreach and develop relationships with our parents who speak another language than English. The parents of English learners report the school staff considers parent involvement a valuable component of the instructional program and 97% of parents of EL students attend parent-teacher conferences when scheduled.

Furthermore, we have a 96.23% attendance rate and 90% of our students report they are engaged in school. The number of 5th grade students meeting their Healthy Fitness Zone in the area of Aerobic Capacity has increased and we processed an increased number of school lunch applications than in previous years.

Additionally, 100% of our teachers are highly qualified and are appropriately assigned. Through our Academic Coaches and outside consultants, we provide on-going professional development on the Common Core State Standards for both our teachers and paraprofessionals.

We expect continued progress in all areas based on our commitment to providing a rigorous curricular program with the appropriate supports in place to ensure the success for all students. Our dedication to wellness, nutrition, and physical education will provide our students with the skills they need to maintain a healthy lifestyle. Finally, by providing additional school days, smaller class sizes, highly qualified teachers, with appropriate curriculum and technology integration, students in La Habra are provided with a first class educational experience that will prepare them for high school, college, career, and beyond.

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

In reference to the LCFF Evaluation Rubrics, all of our students had an overall performance rating of orange in English Language Arts and Mathematics. Additionally, our English learners performed at the orange performance level. The following table identifies student subgroups that were “red” or “orange” on the rubrics:

English Language Arts

<i>Student Group</i>	<i>Performance Level</i>	<i>Status Level</i>	<i>Change Level</i>	<i>Difference</i>
All Students	Orange	Low	Maintained	+2.4 points
English Learners	Orange	Low	Maintained	+2.5 points
Homeless	Red	Very Low	Maintained	+1.0 points
Students with Disabilities	Orange	Very Low	Increased	+6.6 points
African	Orange	Low	Maintained	+1.3 points

Mathematics

<i>Student Group</i>	<i>Performance Level</i>	<i>Status Level</i>	<i>Change Level</i>	<i>Difference</i>
All Students	Orange	Low	Maintained	+2.6 points
Homeless	Red	Very Low	Declined Significantly	-17.5 points
Students with Disabilities	Orange	Very Low	Increased	+6.5 points

Suspension Rates

<i>Student Group</i>	<i>Performance Level</i>	<i>Status Level</i>	<i>Change Level</i>	<i>Difference</i>
African American	Red	Very High	Increased	+0.3%

While our All Students, English learners, Homeless, and African American students had low-test scores in the area of English Language Arts, these groups maintained their performance from the previous year with a modest increase. Our Students with Disabilities had very low-test scores with an increase of 6.6 points over the previous year. In the area of mathematics, All Students had low tests scores and maintained their performance with an increase of 2.6 points. While our Students with Disabilities had very low-test scores, they increased 6.5 points over the previous year. Our 26 Homeless students had very low math scores, which declined significantly from 2015-2016. Finally, in the area of suspension, three students of our 48 African American students were suspended with an increase of one student over the previous year. This nominal increase of one student resulted in a red performance level for our African American Students in the area of suspension.

In 2018-2019, LHCS D will take the following actions to support student achievement in our areas of greatest need:

English Language Arts: We will continue to implement our newly adopted English Language Arts curriculum as referred to on page 78. Professional development in English Language Arts and English Language Development Curriculum will also be provided. (See page 162)

Mathematics: Teachers in LHCS D will implement their new Bridges and Math Links curriculum with fidelity as referenced on page 78. Additionally, page 155, shows professional development will be provided for both of our new math programs. Math Intervention courses will also be provided to students at Washington Middle school (page 76) in need of remediation.

English Learner Progress: Teachers will have the opportunity to improve their instructional skills and strategies in utilizing our new English Language Development curriculum as suggested on page 78. Additionally, our Academic Coach specializing in English Language Development will continue to serve as the District's expert and provide on-going training and support to our teachers and fellow Academic Coaches. Moreover, the Parent Institute for Quality Education (PIQE) will teach our Spanish speaking parents ways in which to provide home support for our students learning English.

Suspension Rates: Our middle school counselors will continue to work with our students to provide social and emotional support (See page 135). Additionally, we have designated support in the continued development of our Multi-Tiered System of Support (MTSS) as shown on page 111.

For All Areas: As stated on page 72, LHCS D will continue to assign an Academic Coach per school site. Our coaches will provide support in instructional strategies, monitoring students' individual progress, and curriculum development. Coaches will also be instrumental in working with InnovateEd, as each school works on their continuous cycle of inquiry to improve student results as shown on page 164. Teachers will continue to collaborate and analyze student data through weekly Professional Learning Community meetings (See page 105). Furthermore, LHCS D is committed to lower class size in grades TK-3 to provide more individualized student support (page 68), 181 days of instruction (page 99) and after school tutoring (page 119) to provide an extended learning opportunities.

As stated before, the changes to the structure to our District in 2018-2019 will result in less change/movement for students and allow for a more continuous individualistic analysis of learning trends, data collection across grade levels, targeted interventions for at-risk students, and the building of high-powered academic schools that challenge all of our students.

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

Our African American subgroup was the only group two or more performance levels below the “all student” performance in the suspension rate. As noted above, the difference one more African American student suspended in 2016-2017 than in 2015-2016. We will work to reduce our suspension rate for our African American students by utilizing the resources of our Middle School counselors (page 135) and through careful behavioral data analysis in our MTSS process as shown on page 111.

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

Our Bilingual Community Liaisons continue to provide outreach for our parents of English learners as well as serve as the McKinney-Vento Liaison for our Homeless students and families. While our new English Language Arts and Math Adoptions serves all students, it will be important to provide our teachers with the continued professional development they need to ensure that integrated and designated English Language Development is an integral part of our quality academic program. Additionally, further training in Multi-tiered System of Support will be provided to school teams to ensure our neediest students receive the appropriate level of support.

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	\$ 56,096,660
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 11,387,066

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.

Items not included in the LCAP include the “Core Program” consisting of Teachers, Principals, School Office Managers, Custodial support, District Administration, School Site and District Operations, Basic Maintenance and Grounds, Basic Home to School Transportation, Health and Basic Psychologist Services.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$ 45,341,548

Annual Update

LCAP Year Reviewed: 2017-2018

Goal 1

Academic Excellence

All Schools will meet or exceed the accountability requirements for students' academic proficiency.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, & 8

Local Priorities: N/A

Annual Measureable Outcomes

Expected

All students will demonstrate 5% growth on State Assessments.
SBAC ELA – 39%
SBAC Math – 30%

Actual

Percent of Students Meeting or Exceeding Grade Level Standards on the SBAC ELA Assessment grew by 1%.
2016 – 34% / 2017 – 35%

Percent of Students Meeting or Exceeding Grade Level Standards on the SBAC Math Assessment grew 2%.
2016 – 25% / 2017 – 27%

Since AMAO has been discontinued, Maintain or increase EL Progress

LHCSD English learners maintained their progress with 70.8% demonstrating progress in English language proficiency.

Expected

The reclassification rate for English Learners will meet or exceed the State Average

The achievement gap between significant subgroups; Socio-economic disadvantaged, English learner, Hispanic, and students with special needs will be less than 5% on State Assessments

ELA

All Students – 39%

Socio-economic Disadvantaged – 34%+

English Learner – 34%+

Hispanic – 34%+

Students with

Disabilities – 34% +

Actual

La Habra City School District English learner reclassification rate for 2017 was 15.1%. LHCS D exceeded the State Average by 1.8%

The achievement gap between significant subgroups: Socio-economic disadvantaged, English learner, Hispanic and students with special needs:

English Language Arts		
	State Assessment Score	Achievement Gap
All Students	35.1%	--
Socio-economic Disadvantaged	29.5%	-5.6%
English Learner	8.2%	-26.9%
Hispanic	32.2%	-2.9%
Students with Disabilities	10.5%	-24.6%

Expected

Math

All Students – 30%
 Socio-economic Disadvantaged – 25%+
 English Learner – 25%+
 Hispanic – 25%+
 Students with Disabilities – 25%+

The percentage of students meeting or exceeding their Fall to Fall growth goal on the MAP assessment will increase by 5%

Reading

2nd Grade – Baseline
 3rd Grade – 65%
 4th Grade – 62%
 5th Grade – 60%
 6TH Grade – 42%
 7th Grade – 54%

Actual

Mathematics		
	State Assessment Score	Achievement Gap
All Students	27.0%	--
Socio-economic Disadvantaged	22.7%	-4.3%
English Learner	12.0%	-15.0%
Hispanic	24.4%	-2.6%
Students with Disabilities	10.8%	-16.2%

Percent of students meeting or exceeding their growth goal between Fall of 2017 and Fall of 2018 on the Measures of Academic Progress:

Reading

- 2nd Grade – 39%
- 3rd Grade – 54%
- 4th Grade – 48%
- 5th Grade – Not available (no 6th grade scores)
- MAP Reading was discontinued in grades 6-8.

Expected

Math

2nd Grade – Baseline

3rd Grade – 66%

4th Grade – 69%

5th Grade – 60%

6TH Grade – 54%

7th Grade – 48%

Actual

Math

- 2nd Grade – 39%
- 3rd Grade – 59%
- 4th Grade – 45%
- 5th Grade – 40%
- 6th Grade – 37%
- 7th Grade – 48%

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The District will continue the process to reduce class size in Grades K-3.</p> <ul style="list-style-type: none"> Continue reduction in average class size achieved in 2015-2016 and reduce class size by an average of one additional student. 	<p>The District continued to reduce class size in Grades K-3.</p> <ul style="list-style-type: none"> Continued reduction in average class size achieved in 2015-2016 and reduced class size by an average of one additional student. 	<p>\$565,111 Supplemental & Concentration Resource 0506 Objects 1000, 3000 Salaries & Benefits</p>	<p>\$742,275 Supplemental & Concentration Resource 0506 Objects 1000, 3000 Salaries & Benefits</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A seven period day will be offered at Washington Middle School and Imperial Middle School to provide extended learning opportunities for students in grades 6-8.</p> <ul style="list-style-type: none"> Each Middle School will continue to offer a seven period day. 	<p>A seven period day was offered at Washington Middle School and Imperial Middle School to provide extended learning opportunities for students in grades 6-8.</p> <ul style="list-style-type: none"> Each Middle School continued to offer a seven period day. 	<p>\$562,893 Supplemental & Concentration Resource 0515 Objects 1000, 3000 Salaries & Benefits</p>	<p>\$637,805 Supplemental & Concentration Resource 0515 Objects 1000, 3000 Salaries & Benefits</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Full-time Academic Coaches will support transition to Multi-Tiered System of Support (MTSS) at all school sites:</p> <ul style="list-style-type: none"> • One academic coach assigned to each school site. • Coaches will serve as Intervention Specialists. • Academic Coaches will support data analysis . <p>Coaches will model high quality lessons for teachers and provide on-going feedback</p>	<p>Full-time Academic Coaches supported transition to Multi-Tiered System of Support (MTSS) at all school sites:</p> <ul style="list-style-type: none"> • One academic coach was assigned to each school site. • Coaches served as Intervention Specialists. • Academic Coaches supported data analysis . <p>Coaches modeled high quality lessons for teachers and provided on-going feedback.</p>	<p>\$967,860 / \$62,830 / \$62,830 Supplemental & Concentration / Title I / Title III Resource 0520 / 3010 / 4203 Objects 1000, 3000 Salaries & Benefits</p>	<p>\$933,574 / \$126,900 / \$80,816 Supplemental & Concentration / Title I / Educator Effectiveness Resource 0520 / 3010 / 6264 Objects 1000, 3000 Salaries & Benefits</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A full-time Academic Coach specializing in technology integration will provide support at all school sites:</p> <ul style="list-style-type: none"> • Technology Coach will model high quality, rigorous lessons for teachers. • Technology Coach will provide on-going staff development . • Technology Coach will provide support and development of District's Innovation Lead Teachers. 	<p>A full-time Academic Coach specializing in technology integration provided support at all school sites:</p> <ul style="list-style-type: none"> • Technology Coach modeled high quality, rigorous lessons for teachers. • Technology Coach provided on-going staff development . • Technology Coach provided support and development of District's Innovation Lead Teachers. 	<p>\$62,830 / \$62,830 Title I / Educator Effectiveness Resources 3010 / 6264 Objects 1000, 3000 Salaries & Benefits</p>	<p>\$63,024 / \$63,024 Title I / Educator Effectiveness Resources 3010 / 6264 Objects 1000, 3000 Salaries & Benefits</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The District will provide intensive support for 6-8 grade students at-risk in the area of mathematics.</p> <ul style="list-style-type: none"> • Maintain additional math intervention teacher to reduce the class size in math intervention courses. 	<p>The District provided intensive support for 6-8 grade students at-risk in the area of mathematics.</p> <ul style="list-style-type: none"> • Maintained additional math intervention teacher to reduce the class size in math intervention courses. 	<p>\$84,169 Supplemental & Concentration Resource 0507 Objects 1000, 3000 Salaries & Benefits</p>	<p>\$92,707 Supplemental & Concentration Resource 0507 Objects 1000, 3000 Salaries & Benefits</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Every student will have current instructional materials and resources for implementation of the Common Core State Standards in English Language Arts, Mathematics, and Next Generation Science Standards.</p> <ul style="list-style-type: none"> • Implement newly adopted English Language Arts materials. • Pilot and adopt instructional materials in the area of Mathematics. • Continue to investigate instructional materials in the areas of Next Generation Science Standards. Purchase supplemental materials as needed. 	<p>Every student has current instructional materials and resources for implementation of the Common Core State Standards in English Language Arts, Mathematics, and Next Generation Science Standards.</p> <ul style="list-style-type: none"> • Implemented newly adopted English Language Arts materials. • Piloted and adopted instructional materials in the area of Mathematics. • Continued to investigate instructional materials in the areas of Next Generation Science Standards. Purchased supplemental materials as needed. 	<p>\$300,000 / \$200,000 Instructional Materials / Lottery Resources 0600 / 6300 Objects 4000, 5000 Books & Supplies</p>	<p>\$300,000 / \$200,000 Instructional Materials / Lottery Resources 0600 / 6300 Objects 4000, 5000 Books & Supplies</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The District will offer a Dual Immersion program to provide students with the opportunity to attain biliteracy, increase cultural understanding, and develop skills for success in College, Careers, and the 21st Century.</p> <ul style="list-style-type: none"> The Dual Immersion Program at Arbolita School will be expanded to include Kindergarten, First, Second and Third grades. 	<p>The District offered a Dual Immersion program to provide students with the opportunity to attain biliteracy, increase cultural understanding, and develop skills for success in College, Careers, and the 21st Century.</p> <ul style="list-style-type: none"> The Dual Immersion Program at Arbolita School was expanded to include Kindergarten, First, Second and Third grades. 	<p>\$60,000 Lottery/Instructional Materials Resource 6300 Objects 4200, Location 120 Books & Supplies</p>	<p>\$30,857 Lottery/Instructional Materials Resource 6300 Objects 4200, Location 120 Books & Supplies</p>

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Language Arts and Mathematics progress will be measured for students in grades 2-8 through the use of the Measures of Academic Progress (MAP) assessment.</p> <ul style="list-style-type: none"> MAP will be administered to students in Grade 2 in Fall, Winter, and Spring. Students in Grades 3-8 will take the MAP assessments in Fall and Winter. Investigate 2017 Norms and Comparative Studies and alignment to SBAC. Provide on-going professional development for teachers in the use of MAP assessments. 	<p>Reading progress for students in grades 2 – 5 and Mathematics progress for students in grades 2-8 were measured with the Measures of Academic Progress (MAP) assessment.</p> <ul style="list-style-type: none"> MAP Reading and Mathematics were administered to students in Grade 2 in Fall, Winter, and Spring. Students in Grades 3-5 took the MAP Reading assessment in Fall and Winter. Students in grades 3 – 8 took the MAP Mathematics assessment in Fall and Winter. Investigated 2017 Norms and Comparative Studies and alignment to SBAC. Provided on-going professional development for teachers in the use of MAP assessments. 	<p>\$51,655 Supplemental & Concentration Resource 0502 Object 4000, 5000 Supplies & Services</p>	<p>\$52,275 Supplemental & Concentration Resource 0502 Object 4000, 5000 Supplies & Services</p>

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide opportunities for innovative, authentic learning that supports the Common Core State Standards to include integration of Visual and Performing Arts (VAPA) and Science, Technology, Engineering, and Math (STEM).</p> <ul style="list-style-type: none"> Continue to provide opportunities for teachers to collaborate and develop Project Based Learning experiences for their students that incorporate Visual and Performing Arts (VAPA) and Science, Technology, Engineering, and Math (STEM) as applicable. Provide opportunities for students to develop their VAPA skills. 	<p>Provided opportunities for innovative, authentic learning that supports the Common Core State Standards to include integration of Visual and Performing Arts (VAPA) and Science, Technology, Engineering, and Math (STEM).</p> <ul style="list-style-type: none"> Continued to provide opportunities for teachers to collaborate and develop Project Based Learning experiences for their students that incorporate Visual and Performing Arts (VAPA) and Science, Technology, Engineering, and Math (STEM) as applicable. Provided opportunities for students to develop their VAPA skills. 	<p>\$110,000 Supplemental & Concentration Resource 0525 Objects 1000 – 5000 Salaries, Benefits, Supplies and Services</p>	<p>\$78,330 Supplemental & Concentration Resource 0525 Objects 1000 – 5000 Salaries, Benefits, Supplies and Services</p>

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The District will provide a Physical Education program to enhance the wellness and fitness of students in grades K-5 and provide release time for teachers to collaborate, develop, and enhance their Common Core State Standards based lessons.</p> <ul style="list-style-type: none"> • Maintain and monitor K-5 physical education program for effectiveness. • Evaluate and supplement current Nutrition Education at the K-5 level through collaboration with local organizations. • Maintain and replenish physical education equipment and Fit Kid centers. • Incorporate Physical Education into the Wellness Committee quarterly meetings. • Work with local agencies involved in the “Move More Eat Healthy” movement. • Provide voluntary trainings to staff and parents on healthier choices. • Increase number of Physical Education teachers and Educational Assistants to be able to provide District PE program weekly for students in grades K-2. 	<p>The District provided a Physical Education program to enhance the wellness and fitness of students in grades K-5 and provided release time for teachers to collaborate, develop, and enhance their Common Core State Standards based lessons.</p> <ul style="list-style-type: none"> • Maintained and monitored K-5 physical education program for effectiveness. • Evaluated and supplemented current Nutrition Education at the K-5 level through collaboration with local organizations. • Maintained and replenished physical education equipment and Fit Kid centers. • Incorporated Physical Education into the Wellness Committee quarterly meetings. • Worked with local agencies involved in the “Move More Eat Healthy” movement. • Provided voluntary trainings to staff and parents on healthier choices. • Increased number of Physical Education teachers and Educational Assistants to be able 	<p>\$418,158 Supplemental & Concentration Resource 0529 Objects 1000 – 5000 Salaries, Benefits, Supplies and Services</p>	<p>\$408,564 Supplemental & Concentration Resource 0529 Objects 1000 – 5000 Salaries, Benefits, Supplies and Services</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

to provide District PE program
weekly for students in grades K-2.

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The District will offer an afterschool program with a focus on homework completion, physical fitness, and enrichment activities.</p> <ul style="list-style-type: none"> The After School Education and Safety Program (ASES) implemented by the Boys and Girls Club of La Habra is offered to all students, kindergarten through eighth grade and is located on each of LHCS D's school sites. ASES offers a well supervised, comprehensive and academically focused program. 	<p>The District offered an afterschool program with a focus on homework completion, physical fitness, and enrichment activities.</p> <ul style="list-style-type: none"> The After School Education and Safety Program (ASES) implemented by the Boys and Girls Club of La Habra was offered to all students, kindergarten through eighth grade and was located on each of LHCS D's school sites. ASES offered a well supervised, comprehensive and academically focused program. 	<p>\$695,840 ASES Resource 6010 Objects 4000, 5000 Supplies & Services</p>	<p>\$723,498 ASES Resource 6010 Objects 4000, 5000 Supplies & Services</p>

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The District will offer programs and activities to support school readiness skills.</p> <ul style="list-style-type: none"> The School Readiness program will provide guidance, modeling, and practices of readiness skills with parents and their children Birth to five. LHCSD's School Readiness Program will offer eight on-going free classes to the La Habra Community. School Readiness Nurse will provide support, screenings, and resources for families with children Birth – 5 years. 	<p>The District offered programs and activities to support school readiness skills.</p> <ul style="list-style-type: none"> The School Readiness program provided guidance, modeling, and practices of readiness skills with parents and their children Birth to five. LHCSD's School Readiness Program offered eight on-going free classes to the La Habra Community. School Readiness Nurse provided support, screenings, and resources for families with children Birth – 5 years. 	<p>\$241,300 / \$78,888 Prop 10 / Supplemental & Concentration Resources 9012 / 9030 0543 / 0545 Objects 1000 – 5000 Salaries, Benefits, Supplies, and Services</p>	<p>\$211,111 / \$126,707 Prop 10 / Supplemental & Concentration Resources 9012 / 9030 0543 / 0545 Objects 1000 – 5000 Salaries, Benefits, Supplies, and Services</p>

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The District will provide technical guidance, software programs, and other materials to support an enriching and robust educational experience for all students.</p> <ul style="list-style-type: none"> • Provide afterschool and night Media Center access at grades 6-8 • Support iPad 24/7 take home program. • Support software programs aligned to the state standards to enhance instruction. • Provide parent education on technology use and integration with California State Standards. 	<p>The District provided technical guidance, software programs, and other materials to support an enriching and robust educational experience for all students.</p> <ul style="list-style-type: none"> • Provided afterschool Media Center access at grades 6-8 • Supported iPad 24/7 take home program. • Supported software programs aligned to the state standards to enhance instruction. • Provided parent education on technology use and integration with California State Standards. 	<p>\$145,000 Supplemental & Concentration Resource 0527 Objects 4000, 5000 Supplies & Services</p>	<p>\$145,000 Supplemental & Concentration Resource 0527 Objects 4000, 5000 Supplies & Services</p>

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The District will provide iPads, desktop computers, display systems, and other materials to support an enriching and robust educational experience for all students.</p> <ul style="list-style-type: none"> • Continue to address technology needs for classrooms and Media Centers at grades K-5. • Distribute funds evenly to support all nine sites equitably. • Continue to support 1:1 iPad refresh cycle at grades 6-8. • Replace and upgrade equipment as needed. 	<p>The District provided iPads, desktop computers, display systems, and other materials to support an enriching and robust educational experience for all students.</p> <ul style="list-style-type: none"> • Continued to address technology needs for classrooms and Media Centers at grades K-5. • Distributed funds evenly to support all nine sites equitably. • Continued to support 1:1 iPad refresh cycle at grades 6-8. • Replaced and upgraded equipment as needed. 	<p>\$310,000 Supplemental & Concentration Resource 0526 Object 4000 Supplies</p>	<p>\$310,000 Supplemental & Concentration Resource 0526 Object 4000 Supplies</p>

Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Information Services Technicians (IST) will provide on-going site based technology support.</p> <ul style="list-style-type: none"> • Provide first level technical support, which includes troubleshooting hardware issues and managing our mobile device initiative. • ISTs are responsible for planning, organizing, and performing media center and library functions. 	<p>Information Services Technicians (IST) provided on-going site based technology support.</p> <ul style="list-style-type: none"> • Provided first level technical support, which includes troubleshooting hardware issues and managing our mobile device initiative. • ISTs were responsible for planning, organizing, and performing media center and library functions. 	<p>\$182,728 Supplemental & Concentration Resource 0511 Objects 2000, 3000 Salaries & Benefits</p>	<p>\$195,700 Supplemental & Concentration Resource 0511 Objects 2000, 3000 Salaries & Benefits</p>

Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The District will provide extended learning opportunities for all students in Grades K-8.</p> <ul style="list-style-type: none"> • La Habra City School District will maintain 181 days of instruction for all students. 	<p>The District provided extended learning opportunities for all students in Grades TK-8.</p> <ul style="list-style-type: none"> • La Habra City School District maintained 181 days of instruction for all students. 	<p>\$174,732 Supplemental & Concentration Resource 0516 Objects 1000, 2000, 3000 Salaries & Benefits</p>	<p>\$174,732 Supplemental & Concentration Resource 0516 Objects 1000, 2000, 3000 Salaries & Benefits</p>

Action 17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The District will ensure compliance with State and Federal requirements for all academic programs and support on-going formative and summative assessment to monitor student achievement.</p> <ul style="list-style-type: none"> Director of Programs and Assessment will ensure compliance with State and Federal requirements for all academic programs. The Director will also support on-going formative and summative assessments in the District to monitor academic achievement for all students. 	<p>The District ensured compliance with State and Federal requirements for all academic programs and supported on-going formative and summative assessment to monitor student achievement.</p> <ul style="list-style-type: none"> Assistant Superintendent of Educational Services ensured compliance with State and Federal requirements for all academic programs. The Assistant Superintendent also supported on-going formative and summative assessments in the District to monitor academic achievement for all students. 	<p>\$232,132 Supplemental & Concentration Resource 0503 Objects 1000-5000 Salaries, Benefits, Supplies, & Services</p>	<p>\$217,588 Supplemental & Concentration Resource 0503 Objects 1000-5000 Salaries, Benefits, Supplies, & Services</p>

Action 18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>District Lead teachers will provide training and support in the following areas:</p> <ul style="list-style-type: none"> English Learners Technology 	<p>District Lead teachers provided training and support in the following areas:</p> <ul style="list-style-type: none"> English Learners Technology 	<p>\$12,531 Supplemental & Concentration Resource 0535 Objects 1000, 3000 Salaries & Benefits</p>	<p>\$12,531 Supplemental & Concentration Resource 0535 Objects 1000, 3000 Salaries & Benefits</p>

Action 19

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>In order to close the achievement gap, teachers will continue to utilize the Professional Learning Community Model to monitor the academic progress and modify instruction for Low-income pupils, English learners, Foster youth, and Redesignated fluent English proficient students.</p> <ul style="list-style-type: none"> Continue to provide scheduling that will enable each site to have weekly Professional Learning Community meetings characterized by shared mission, vision, and values; collective inquiry; collaborative teams; orientation toward action and a willingness to experiment; commitment to continuous improvement; and a focus on results. 	<p>In order to close the achievement gap, teachers continued to utilize the Professional Learning Community Model to monitor the academic progress and modify instruction for Low-income pupils, English learners, Foster youth, and Redesignated fluent English proficient students.</p> <ul style="list-style-type: none"> Continued to provide scheduling that enabled each site to have weekly Professional Learning Community meetings characterized by shared mission, vision, and values; collective inquiry; collaborative teams; orientation toward action and a willingness to experiment; commitment to continuous improvement; and a focus on results. 	<p>No cost N/A N/A</p>	<p>No cost N/A N/A</p>

Action 20

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>In order to support the Literacy skills of low performing students in Grades 4-8, the District will provide appropriate intervention methods to meet their specific literacy needs.</p> <ul style="list-style-type: none"> Scholastics' "Read 180" and "Expert 21" will be available for students of highest need in Grades 4-8. Investigate the need for additional student licenses for each of the programs. 	<p>In order to support the Literacy skills of low performing students in Grades 4-8, the District provided appropriate intervention methods to meet their specific literacy needs.</p> <ul style="list-style-type: none"> Scholastics' "Read 180", "System 44", and "Expert 21" were available for students of highest need in Grades 4-8. Investigated the need for additional student licenses for each of the programs. 	<p>\$8,715 Instructional Materials/Lottery Resource 6300 Location 120 Object 5818 Services</p>	<p>\$12,656 Instructional Materials/Lottery Resource 6300 Location 120 Object 5818 Services</p>

Action 21

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The District will provide an extended learning opportunity for four weeks in the summer for our most academically at risk students.</p> <ul style="list-style-type: none"> Continue to provide Summer Academy to promote collaboration, communication, creativity, and critical thinking for our most academically at risk students. 	<p>The District provided an extended learning opportunity for four weeks in the summer for our most academically at risk students.</p> <ul style="list-style-type: none"> Continued to provide Summer Academy to promote collaboration, communication, creativity, and critical thinking for our most academically at risk students. 	<p>\$109,129 Supplemental & Concentration Resource 0537 Objects 1000 – 5000 Salaries, Benefits, Services, & Supplies</p>	<p>\$126,081 Supplemental & Concentration Resource 0537 Objects 1000 – 5000 Salaries, Benefits, Services, & Supplies</p>

Action 22

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The District will utilize the Multi-Tiered System of Support (MTSS) model in order to provide high-quality instruction and intervention matched to student needs by analyzing the learning rate over time to make important educational decisions.</p> <ul style="list-style-type: none"> Continue to implement and refine the MTSS model at each school site to ensure the process is fully implemented and effective for the students of highest need. Review K-8 intervention, identify services provided in each tier, and corresponding assessments. Design staff development for MTSS. 	<p>The District utilized the Multi-Tiered System of Support (MTSS) model in order to provide high-quality instruction and intervention matched to student needs by analyzing the learning rate over time to make important educational decisions.</p> <ul style="list-style-type: none"> Continued to implement and refine the MTSS model at each school site to ensure the process is fully implemented and effective for the students of highest need. Reviewed K-8 intervention, identified services provided in each tier, and corresponding assessments. Designed staff development for MTSS. 	<p>\$5,000 Title I Resource 3010 Objects 1000, 3000 Salaries & Benefits</p>	<p>\$5,000 Title I Resource 3010 Objects 1000, 3000 Salaries & Benefits</p>

Action 23

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The District will provide appropriate intervention models targeting the academic support of English learners and students at-risk.</p> <ul style="list-style-type: none"> Continue to implement and refine the effectiveness of our current intervention models targeting academic support for English learners and students at-risk previously funded by Economic Impact Aid. Investigate and pilot math intervention programs to be used to support at-risk students in grades 6-8. 	<p>The District provided appropriate intervention models targeting the academic support of English learners and students at-risk.</p> <ul style="list-style-type: none"> Continued to implement and refine the effectiveness of our current intervention models targeting academic support for English learners and students at-risk previously funded by Economic Impact Aid. Investigated and piloted math intervention programs to be used to support at-risk students in grades 6-8. 	<p>\$1,380,841 Supplemental & Concentration Resources 0512, 0542, & 0536 Objects 1000 – 5000 Salaries, Benefits, Supplies, and Services</p>	<p>\$1,315,086 Supplemental & Concentration Resources 0512, 0542, & 0536 Objects 1000 – 5000 Salaries, Benefits, Supplies, and Services</p>

Action 24

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Our English learners will be closely monitored as they develop English language proficiency.</p> <ul style="list-style-type: none"> • Language assessors will administer the State Assessment for English learners annually. • Parents will be notified of student progress both academically and linguistically as required by law. • Student progress on their acquisition of English will be monitored on an annual basis. 	<p>Our English learners were closely monitored as they developed English language proficiency.</p> <ul style="list-style-type: none"> • Language assessors administered the State Assessment for English learners annually. • Parents were notified of student progress both academically and linguistically as required by law. • Student progress on their acquisition of English was monitored on an annual basis. 	<p>\$125,403 Supplemental & Concentration Resource 0504 Objects 1000 – 4000 Salaries, Benefits, & Supplies</p>	<p>\$114,279 Supplemental & Concentration Resource 0504 Objects 1000 – 4000 Salaries, Benefits, & Supplies</p>

Action 25

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>In order to decrease the number of students classified as long-term English learners, the District will ensure high quality instructional materials are available to meet their needs.</p> <ul style="list-style-type: none"> • District will use Imagine Learning software, materials, and instructional strategies to provide English learners at all grade levels, support in speaking, listening, reading, and writing. • District/Site leaders and classroom teachers will closely monitor English learner progress through careful analysis of Imagine Learning's data reports. 	<p>In order to decrease the number of students classified as long-term English learners, the District ensured high quality instructional materials were available to meet their needs.</p> <ul style="list-style-type: none"> • District used Imagine Learning software, materials, and instructional strategies to provide English learners at all grade levels, support in speaking, listening, reading, and writing. • District/Site leaders and classroom teachers closely monitored English learner progress through careful analysis of Imagine Learning's data reports. 	<p>\$136,000 Supplemental & Concentration Resource 0544 Object 5000 Services</p>	<p>\$136,000 Supplemental & Concentration Resource 0544 Object 5000 Services</p>

Action 26

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>After-school tutoring programs will be provided at each school site to close the achievement gap of our neediest students.</p> <ul style="list-style-type: none"> • Students with the highest need will be selected for afterschool tutoring. • Targeted, small group instruction will be provided. • Pre and Post assessments will determine student progress on the area of identified academic need. 	<p>After-school tutoring programs were provided at each school site to close the achievement gap of our neediest students.</p> <ul style="list-style-type: none"> • Students with the highest need were selected for afterschool tutoring. • Targeted, small group instruction was provided. • Pre and Post assessments determined student progress in the area of identified academic need. 	<p>\$207,975 Title I Resource 3011 Objects 1000 – 4000 Salaries, Benefits, & Supplies</p>	<p>\$50,632 Title I Resource 3011 Objects 1000 – 4000 Salaries, Benefits, & Supplies</p>

Analysis

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

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

LHCSD is proud of the fact we implemented the Actions/Services proposed in the 2016-2019 LCAP with fidelity. In addition, to the actions and services proposed in previous years, we were able to provide Academic Coaches at each of our sites to support academic achievement district-wide. We have increased the access to technology, providing 1:1 iPads 24/7 for all students in Middle School and more devices for students in TK-5. We implemented our new English Language Arts Curriculum - McGraw Hill – *Wonders/Maravillas* for students in TK-5 and Amplify-*ELA* for those in 6-8 and piloted Math programs for the 2018-2019 school year.

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

While we did not meet the state standards in the percentage of students meeting or exceeding the state standards as measured by the SBAC, we are proud of our continuous growth. It is difficult to determine the causal relationship between all of the actions and services described in Goal 1, but the fact that the majority of our students are making progress in academic achievement and English language attainment is encouraging.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between Budgeted Expenditures and Estimated Actual Expenditures are described below:

- a. Action 1 – The District continued the process to reduce class size in Grades K-3.
 - i. The increase in spending is a result of benefits not included in the estimated funding required.
- b. Action 2 – A seven period day will be offered at Washington Middle School and Imperial Middle School to provide extended learning opportunities for students in grades 6-8.
 - i. The increase in spending is a result of benefits not included in the estimated funding required.
- c. Action 7 – The District will offer a Dual Immersion program to provide student with the opportunity to attain biliteracy, increase cultural understanding, and develop skills for success in College, Careers, and the 21st Century.
 - i. With the new adoption of English Language Arts materials, funds were not needed.
- d. Action 12 – The District will offer programs and activities to support school readiness skills.
 - i. District used additional funds for a matching grant to extend school readiness programs and outreach.
- e. Action 26 – After-school tutoring programs will be provided at each school site to close the achievement gap of our neediest students.
 - i. School sites did not utilize the set aside that was comparable to the Supplemental Educational Services programs for

their outstanding after-school tutoring programs.

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.

As a result of the analysis of the LCFF Evaluation Rubrics, we revised our 2018-2019 metrics to be more reflective of the manner in which the data is reported in the rubrics as shown on pages 57 and 58. We will implement our newly adopted mathematics curriculum as indicated in Action 6. Additionally, Actions 13, 14, and 15 address how technology access will be increased to those students in grades TK-5. (See pages 81-87.)

Goal 2

Business/Finance

Manage District resources to maintain a sound financial position.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 7, & 8

Local Priorities: N/A

Annual Measureable Outcomes

Expected

Actual

A "Positive" yearly financial certification.

A "Positive" yearly financial certification.

Actions / Services

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Continue current decision-making practices to maintain fiscal solvency for the current and two subsequent fiscal years.

Plan for and develop multi-year budget projections that maintain fiscal solvency and establishes reserves to ensure fiscal stability for the current and two subsequent fiscal years.

Continued current decision-making practices to maintain fiscal solvency for the current and two subsequent fiscal years.

Planned for and developed multi-year budget projections that maintained fiscal solvency and established reserves to ensure fiscal stability for the current and two subsequent fiscal years.

No cost
N/A
N/A

No cost
N/A
N/A

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.

La Habra City School District takes great pride in its ability to plan for and develop multi-year budget projections that maintain fiscal solvency and establish reserves to ensure fiscal stability for the current and two subsequent fiscal years.

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

LHCSD received a positive yearly certification.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Does not apply.

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.

No changes were made to this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics.

Goal 3

School Safety and Student Wellness

Schools are safe, healthy, and secure places for student learning.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 5, & 6

Local Priorities: N/A

Annual Measureable Outcomes

Expected	Actual
Overall Facility Rate based on Fit Inspection Tool (FIT) at or above 95% at all school sites.	All students had the opportunity to learn in a clean and safe environment as determined by our overall FIT rating of 98.57% reported in fall 2017. All sites individually reported at a rate of 95% or more.
District Student Engagement rate factor at or above 3.0 (engaged often).	Results from the District 6-8 Grade student engagement survey showed the students were engaged often with a rate factor of 3.1.
Students in grades K-5 will report at least an average of 80% overall engagement as reported in their focus groups.	90.4% of students were engaged in school as reported in the grade K-5 Student Engagement forums.
The percentage of 7 th grade students that have ever used cigarettes as reported on the California Healthy Kids Survey will be under 2%.	We have not received the results of the California Healthy Kids Survey administered this school year.
The percentage of 7 th grade students that used cigarettes within the past 30 days as reported on the California Healthy Kids Survey will be under 1%.	We have not received the results of the California Healthy Kids Survey administered this school year.

Expected	Actual
The percentage of students meeting the standard for Healthy Fitness Zone in the area of Aerobic Capacity will increase by 2% annually. 5th grade – 61.6% 7th Grade – 76.4%	Seventy-one percent of fifth grade students met the standard for Healthy Fitness Zone in the area of Aerobic Capacity with a 12.3% percent increase over 2016. There was a 9% decrease in the percentage of seventh grade students meeting the standard for Healthy Fitness Zone in the area of Aerobic Capacity with 65.3% meeting the goal.
District Attendance rate at or above 96%	District Attendance Rate was 96.23% as reported in 2016 – 2017.
District Chronic Absentee rate at or below 5%	The Chronic Absenteeism Rate was 6.4%.
District Suspension rate at or below 1%	District Suspension Rate was 2.0%.
District Expulsion rate at or below 1%	District Expulsion Rate was less than 1%.
Middle School Drop Out rate at or below 1%	Middle School Drop Out Rate was less than 1%.
Increase number of school lunch applications received and processed by 2%. 74.18% Lunch Applications Processed	La Habra City School District processed 76.46% lunch applications for an increase of 2.28% over previous year.

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain and fund adequate, safe, and clean facilities by continuously monitoring needs and prioritizing	Maintained and funded adequate, safe, and clean facilities by continuously monitoring needs and prioritizing	\$601,187 Supplemental & Concentration Resource 8150	\$601,187 Supplemental & Concentration Resource 8150

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

projects to provide for a positive learning environment.

- Continue to support Routine Restricted Maintenance.
- Hire additional maintenance support personnel.

projects to provide for a positive learning environment.

- Continued to support Routine Restricted Maintenance.
- Hired additional maintenance support personnel.

Object 8982
Routine Restricted
Maintenance

Object 8982
Routine Restricted
Maintenance

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The District will ensure safety and wellness at all sites by providing a School Resource Officer and Director of Child Wellness and Welfare</p> <ul style="list-style-type: none"> • Maintain staffing to support the safety and wellness of our students and staff members at all sites. • Hold monthly School Attendance Review Board (SARB) meetings to support increased attendance and decrease chronic absenteeism. • Hold suspension and expulsions hearings as needed. 	<p>The District ensured safety and wellness at all sites by providing a School Resource Officer and Director of Child Wellness and Welfare</p> <ul style="list-style-type: none"> • Maintained staffing to support the safety and wellness of our students and staff members at all sites. • Held monthly School Attendance Review Board (SARB) meetings to support increased attendance and decrease chronic absenteeism. • Held suspension and expulsions hearings as needed. 	<p>\$243,800 / \$125,992 Supplemental & Concentration / Lottery Resources 0524 / 1114 Objects 1000, 3000 Salaries & Benefits</p>	<p>\$173,234 / \$102,100 Supplemental & Concentration / Lottery Resources 0524 / 1114 Objects 1000, 3000, 5000 Salaries & Benefits</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Home to School Transportation will be provided to maintain and potentially increase attendance rates.</p> <ul style="list-style-type: none"> • Home to school transportation will be provided to students living beyond three-fourths of a mile of their K-2 school site. • Home to school transportation will be provided to students living beyond one mile of their 3-5 school site. 	<p>Home to School Transportation was provided to maintain and potentially increase attendance rates.</p> <ul style="list-style-type: none"> • Home to school transportation was provided to students living beyond three-fourths of a mile of their K-2 school site. • Home to school transportation was provided to students living beyond one mile of their 3-5 school site. 	<p>\$600,000 Supplemental & Concentration Resource 0723 Object 8982 Transportation</p>	<p>\$600,000 Supplemental & Concentration Resource 0723 Object 8982 Transportation</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Attendance rates will be closely monitored at each school site.</p> <ul style="list-style-type: none"> School office clerks will closely monitor attendance, make calls to parents as needed, and prepare and maintain appropriate forms as required by law. 	<p>Attendance rates were closely monitored at each school site.</p> <ul style="list-style-type: none"> School office clerks closely monitored attendance, made calls to parents as needed, and prepared and maintained appropriate forms as required by law. 	<p>\$357,254 Supplemental & Concentration Resource 0510 Objects 2000, 3000 Salaries & Benefits</p>	<p>\$372,817 Supplemental & Concentration Resource 0510 Objects 2000, 3000 Salaries & Benefits</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The Middle School Counselors to provide all learners access to a developmentally appropriate and comprehensive guidance counseling program focused on academic success, personal and social development and career and college guidance. Services are provided through:</p> <ul style="list-style-type: none"> Guidance curriculum Individual planning Responsive services and support services 	<p>The Middle School Counselors provided all learners access to a developmentally appropriate and comprehensive guidance counseling program focused on academic success, personal and social development and career and college guidance. Services were provided through:</p> <ul style="list-style-type: none"> Guidance curriculum Individual planning Responsive services and support services 	<p>\$211,330 Supplemental & Concentration Resource 0528 Objects 1000, 3000 Salaries & Benefits</p>	<p>\$181,787 Supplemental & Concentration Resource 0528 Objects 1000, 3000 Salaries & Benefits</p>

Analysis

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

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

LHCSD is proud of the fact we implemented the Actions/Services proposed in the 2016-2019 LCAP with fidelity. We were pleased to work with the La Habra Police Department to maintain the School Resource Officer position on our campuses. Additionally, students were encouraged to apply for school lunches.

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

La Habra City School District continues to provide schools that are safe, healthy, and secure place for student learning. We are pleased with our overall facility rating of 98.57%. Additionally, we are proud of our 96.23% attendance rate and 90% engagement of our students. Our students are improving in their aerobic capacity and an increased number of students are applying for school lunches.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between Budgeted Expenditures and Estimated Actual Expenditures are described below:

- a. Action 2 – The District will ensure safety and wellness at all sites by providing a School Resource Officer and a Director of Child Wellness and Welfare.
 - i. The salary and benefits for the Director of Child Wellness and Welfare was overestimated.

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

The Director of Child Wellness and Welfare retired. District staff absorbed the majority of his duties. A teacher will assume the District Wellness responsibilities on a part-time basis as referred to in Action 2 on pages 114 and 115.

Goal 4

Parent/Community Partnerships

District is supported and respected by the community.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities: N/A

Annual Measureable Outcomes

Expected

90% or more of parents completing the Title I Parent Survey indicate they are satisfied with their child's overall academic progress and feel their child's school is safe, clean, and secure.

90% or more of parents completing the English learner survey indicate they feel school staff considers parent involvement a valuable component of the instructional program. 90% or more of parents of English learners will attend parent teacher conferences when they are scheduled.

Each Community Liaison will organize at least 2 parent workshops each month.

The number of Title I and English learner parent surveys returned will increase by 2%.

Actual

Title I Parent Survey results indicate 97% of parents are satisfied with their child's overall academic progress and 96% feel their child's school is safe, clean, and secure.

English learner Parent Survey results indicate 95% feel school staff considers parent involvement a valuable component of the instructional program. Ninety-seven percent attend parent-teacher conferences when they are scheduled.

Each Community Liaison organized at least 2 parent workshops each month.

We received 1,393 Title I surveys for a decrease of 30% from 2016. The number of English learner surveys decreased by 21% with 620 returned.

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The District will enhance communication efforts to provide accurate and timely information to all stakeholders to promote a culture of respect, integrity, and inclusion.</p> <ul style="list-style-type: none"> • <i>K-12 Insight</i> will administer, analyze, and report findings on the following instruments: Organization and Planning Survey, Common Core Implementation Survey, Student Engagement Survey, Title I Parent Survey, and EL Parent Survey. • A Director of Communication and Special Programs will provide accurate and timely information to all stakeholders to promote a culture of respect, integrity, and inclusion. 	<p>The District enhanced communication efforts to provide accurate and timely information to all stakeholders to promote a culture of respect, integrity, and inclusion.</p> <ul style="list-style-type: none"> • <i>K-12 Insight</i> administered, analyzed, and reported findings on the following instruments: Organization and Planning Survey, Student Engagement Survey, Title I Parent Survey, and EL Parent Survey. • A Director of Communication and Special Programs provided accurate and timely information to all stakeholders to promote a culture of respect, integrity, and inclusion. 	<p>\$130,576 / \$17,000 / \$12,750 Supplemental & Concentration / Title I / Title II Resource 0509 Objects 1000, 3000, 5000 Salary, Benefits, & Services</p>	<p>\$142,154 / \$17,000 / \$12,750 Supplemental & Concentration / Title I / Title II Resource 0509 Objects 1000, 3000, 5000 Salary, Benefits, & Services</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Bilingual Community Liaisons will continue to increase home/school communication and increase participation of parents of English learners.</p> <ul style="list-style-type: none"> • Nine Community Liaisons will continue to provide support for five hours a day at Washington, Imperial, Sierra Vista, Walnut, Las Positas, Arbolita, El Cerrito, Ladera Palma, and Las Lomas schools. • Community Liaisons will support students and families transitioning into their new school. • Community Liaisons will provide support to parents in the form of regular communication and on-going parent education. 	<p>Bilingual Community Liaisons continued to increase home/school communication and increased participation of parents of English learners.</p> <ul style="list-style-type: none"> • Nine Community Liaisons continued to provide support for five hours a day at Washington, Imperial, Sierra Vista, Walnut, Las Positas, Arbolita, El Cerrito, Ladera Palma, and Las Lomas schools. • Community Liaisons supported students and families transitioning into their new school. • Community Liaisons provided support to parents in the form of regular communication and on-going parent education. 	<p>\$233,864 Supplemental & Concentration Resource 0533 Objects 2000, 3000 Salaries & Benefits</p>	<p>\$253,460 Supplemental & Concentration Resource 0533 Objects 2000, 3000 Salaries & Benefits</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The District will consult with the Parent Institute for Quality Education (PIQE) to educate, empower, and inspire the parents of English learners.</p> <ul style="list-style-type: none"> The Parent Institute for Quality Education will provide four, nine-week classes that will focus on Common Core State Standards, Literacy, College Readiness, Parent Participation, and STEM. 	<p>The District consulted with the Parent Institute for Quality Education (PIQE) to educate, empower, and inspire the parents of English learners.</p> <ul style="list-style-type: none"> The Parent Institute for Quality Education provided four, nine-week classes that focused on Common Core State Standards, Literacy, College Readiness, Parent Participation, and STEM. 	<p>\$24,000 Title III Resource 4203 Object 5000 Services</p>	<p>\$20,534 Title III Resource 4203 Object 5000 Services</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The District will work with Orange County Department of Family Services to provide support for parents of Foster Youth.</p> <ul style="list-style-type: none"> Schedule four meetings for parents of Foster Youth throughout the 2017-2018 school year. 9/15, 11/17, 2/16 and 4/13 Community Liaisons work with both McKinney-Vento and Foster Families helping them with resources. 	<p>The District worked with Orange County Department of Family Services to provide support for parents of Foster Youth.</p> <ul style="list-style-type: none"> Scheduled four meetings for parents of Foster Youth throughout the 2017-2018 school year. 9/15, 11/17, 2/16 and 4/13 Community Liaisons worked with both McKinney-Vento and Foster Families helping them with resources. 	<p>0 N/A N/A</p>	<p>0 N/A N/A</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The District will provide resources for families in our educational community who qualify for aid under the McKinney-Vento Act.</p> <ul style="list-style-type: none"> Reach out to families who have been identified and provide appropriate resources as needed. Provide training quarterly at the District level to all classified employees on identification and documentation of McKinney-Vento families and available resources. Include information in student handbooks and develop questionnaires to assist in identifying new families who may qualify. Meet with families on a bi-monthly basis to ensure their needs are being met. 	<p>The District provided resources for families in our educational community who qualified for aid under the McKinney-Vento Act.</p> <ul style="list-style-type: none"> Reached out to families who have been identified and provided appropriate resources as needed. Provided training quarterly at the District level to all classified employees on identification and documentation of McKinney-Vento families and available resources. Included information in student handbooks and developed questionnaires to assist in identifying new families who may qualify. Met with families on a bi-monthly basis to ensure their needs were being met. 	<p>\$5,000 Title I Resource 3010 Objects 1000 – 4000 Salaries, Benefits & Supplies</p>	<p>\$5,000 Title I Resource 3010 Objects 1000 – 4000 Salaries, Benefits & Supplies</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The District will provide support to parents of students with disabilities.</p> <ul style="list-style-type: none"> • SELPA Community Advisory Committee meetings three times each year • Educational workshops related to special education and associated services for parents of students with specialized needs. • Encourage parent involvement through outreach, parent classes, and regular communication of district policies and practices. 	<p>The District provided support to parents of students with disabilities.</p> <ul style="list-style-type: none"> • SELPA Community Advisory Committee meetings were held three times each year • Educational workshops related to special education and associated services for parents of students with specialized needs. • Encouraged parent involvement through outreach, parent classes, and regular communication of district policies and practices. 	<p>0 N/A N/A</p>	<p>0 N/A N/A</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The District will provide outreach through parent trainings, workshops, and family nights as suggested by the responses on the Title I and English learner parent surveys.</p> <ul style="list-style-type: none"> • District staff will review Title I and English learner parent surveys to determine the training needs of the parents we serve. • Four District-wide trainings, workshops, and/or parent nights will be offered throughout the school year. 	<p>The District did not provide outreach through parent trainings, workshops, and family nights as suggested by the responses on the Title I and English learner parent surveys.</p> <ul style="list-style-type: none"> • District staff reviewed Title I and English learner parent surveys to determine the training needs of the parents we serve. • District-wide trainings, workshops, and/or parent nights were not offered throughout the school year. 	<p>\$10,000 Supplemental & Concentration Resource 0509 Objects 1000 – 4000 Salaries, Benefits, & Supplies</p>	<p>\$0 Supplemental & Concentration Resource 0509 Objects 1000 – 4000 Salaries, Benefits, & Supplies</p>

Analysis

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

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

LHCSD is proud of the fact we implemented the majority of the Actions/Services proposed in the 2016-2019 LCAP with fidelity.

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

It is difficult to determine the causal relationship between all of the actions and services described in Goal 4. LHCSD received an overall response rate of 30% for our Title I parents and a response rate of 44% for the parents of English learners. However, this response rate was significantly lower than last year. The low response rates to the parent surveys may have affected the effectiveness of the analysis of the surveys. While the rates are lower than last year, survey results received were extremely favorable. Other districts in California have increased parent survey responses by sending their surveys directly to parent cell phones. LHCSD will investigate this practice.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between Budgeted Expenditures and Estimated Actual Expenditures are described below:

- a. Action 7 – The District will provide outreach through parent trainings, workshops, and family nights as suggested by the responses on the responses on the Title I and English learner parent surveys.
 - i. We did not hold district-wide parent trainings or workshops in the 2017-2018 school year.

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.

As a result of input from the LCAP Committee, the Parent Committee, and parent surveys, the LHCSD will provide districtwide outreach through parent trainings, workshops, and family nights in 2018-2019 as described in Action 7 on pages 134 and 135.

Goal 5

Human Resources Development

Provide continual professional development to all District staff.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 5, & 6

Local Priorities: N/A

Annual Measureable Outcomes

Expected	Actual
100% Highly Qualified	100% of teachers were highly qualified.
100% Appropriately Assigned	100% of teacher were appropriately assigned.
100% of Teachers continue to develop strategies and practices to support Common Core Implementation.	100% of teachers continue to develop strategies and practices to support Common Core implementation.
On-going continuous professional development is provided to our teachers and paraprofessionals by our Academic Coaches to support 21 st Century skills.	Continuous professional development to support 21 st Century skills was provide to teachers and paraprofessionals.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide Professional Development opportunities to support the Common Core State Standards for teachers in all grades utilizing the Professional Learning Cycle.</p> <ul style="list-style-type: none"> • LHCS D Academic Coaches will provide direct instruction, modeling, coaching, and follow up training on the following research based instructional strategies: <ul style="list-style-type: none"> ○ Cognitively Guided Instruction ○ Thinking Maps ○ Technology and curriculum integration ○ Project Based Learning ○ Guided Language Acquisition Design ○ Early Children’s Mathematics ○ Early Literacy ○ ELD integration • Outside specialists will provide direct instruction and follow up training on the following research based instructional strategies: <ul style="list-style-type: none"> ○ Middle School Mathematics ○ Technology and curriculum integration ○ Close Reading 	<p>Provided Professional Development opportunities to support the Common Core State Standards for teachers in all grades utilizing the Professional Learning Cycle.</p> <ul style="list-style-type: none"> • LHCS D Academic Coaches provided direct instruction, modeling, coaching, and follow up training on the following research based instructional strategies: <ul style="list-style-type: none"> ○ Cognitively Guided Instruction ○ Thinking Maps ○ Technology and curriculum integration ○ Project Based Learning ○ Guided Language Acquisition Design ○ Early Children’s Mathematics ○ Early Literacy ○ ELD integration • Outside specialists provided direct instruction and follow up training on the following research based instructional strategies: <ul style="list-style-type: none"> ○ Middle School Mathematics ○ Technology and curriculum integration ○ Close Reading 	<p>\$152,975 / \$604,416 / \$71,000 Supplemental & Concentration / Supplemental & Concentration / Title I 0522 / 0521 / 3010</p>	<p>\$97,795 / \$594,154 / \$71,000 Supplemental & Concentration / Supplemental & Concentration / Title I 0522 / 0521 / 3010</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> ○ Text Dependent Questions ○ Application of Depth of Knowledge ○ Engineering is Elementary ○ Imagine Learning ○ Dual Immersion <ul style="list-style-type: none"> ● Paraprofessionals will receive training on many of the strategies listed above. 	<ul style="list-style-type: none"> ○ Text Dependent Questions ○ Application of Depth of Knowledge ○ Imagine Learning ○ Dual Immersion ○ InnovateEd <ul style="list-style-type: none"> ● Paraprofessionals received training on many of the strategies listed above. 		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide newly hired, preliminary credentialed teachers with support to assist them in fulfilling their professional growth requirements for Clear credentialing.</p> <ul style="list-style-type: none"> ● A credentialed Support Provider will be assigned to all newly hired, preliminary credentialed teachers for two years to assist them in fulfilling their professional growth requirements for Clear credential status and to make a smooth transition to La Habra City School District. 	<p>Provided newly hired, preliminary credentialed teachers with support to assist them in fulfilling their professional growth requirements for Clear credentialing.</p> <ul style="list-style-type: none"> ● A credentialed Support Provider was assigned to all newly hired, preliminary credentialed teachers for two years to assist them in fulfilling their professional growth requirements for Clear credential status and to make a smooth transition to La Habra City School District. 	<p>\$15,000 Educator Effectiveness Grant Resource 6264 Objects 1000, 3000 Salaries & Benefits</p>	<p>\$15,000 Educator Effectiveness Grant Resource 6264 Objects 1000, 3000 Salaries & Benefits</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>To increase students' eligibility for four-year college/university entrance we will provide Advancement Via Individual Determination (AVID) classes at Imperial and Washington Middle Schools and school-wide student support at Walnut School, an AVID Elementary site.</p> <ul style="list-style-type: none"> Teams from each school will attend AVID Summer Institutes to learn more about the implementation of AVID practices. 	<p>To increase students' eligibility for four-year college/university entrance we provided Advancement Via Individual Determination (AVID) classes at Imperial and Washington Middle Schools. We did not provide school-wide student support at Walnut School.</p> <ul style="list-style-type: none"> Teams from each school attended AVID Summer Institutes to learn more about the implementation of AVID practices. 	<p>\$20,000 Supplemental & Concentration Resource 0523 Objects 1000, 3000, & 5000 Salaries, Benefits, & Services</p>	<p>\$10,502 Supplemental & Concentration Resource 0523 Objects 1000, 3000, & 5000 Salaries, Benefits, & Services</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>High Quality, Professional Development will be provided to all teachers of English Learners on the English Language Development Standards.</p> <ul style="list-style-type: none"> Our Academic Coaches will support all teachers in the implementation of the English language development standards. 	<p>High Quality, Professional Development was provided to all teachers of English Learners on the English Language Development Standards.</p> <ul style="list-style-type: none"> Our Academic Coaches supported all teachers in the implementation of the English language development standards. 	<p>\$41,000 Title III Resource 4203 Objects 1000, 3000, 4000, & 5000 Salaries, Benefits, Supplies, & Services</p>	<p>\$63,576 Title III Resource 4203 Objects 1000, 3000, 4000, & 5000 Salaries, Benefits, Supplies, & Services</p>

Analysis

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

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

LHCSD is proud of the fact we implemented the Actions/Services proposed in the 2016-2019 LCAP with fidelity.

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

As stated in Goal 5, we effectively provided continual professional development to all District Staff. 100% of our teachers are highly qualified, appropriately assigned, and have continued to develop strategies and practices to support Common Core implementation. Additionally, training to support 21st Century skills was provide to our paraprofessionals on an on-going basis.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between Budgeted Expenditures and Estimated Actual Expenditures are described below:

- a. Action 1 – Provide Professional Development opportunities to support the Common Core State Standards for teachers in all grades utilizing the Professional Learning Cycle.
 - i. While we provide learning opportunities described in Action 1, we focused attention on the implementation of our new English Arts adoption resulting in a reduction in the number or trainings and substitute teachers 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 LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will continue to utilize the services of InnovateEd to provide support for continual Cycles of Inquiry to Improve Instructional strategies and learning outcomes as described in Action 5 on pages 146 and 147.

Stakeholder Engagement

LCAP Year: 2018-2019

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?

La Habra City School District stakeholders have been involved since the beginning of the 2017-2018 school year in the review, analysis, and development of the 2017-2018 Local Control and Accountability Plan (LCAP).

School Sites:

Each of our nine school sites met with their School Site Councils in September through December 2017 to review, analyze, and develop their school site plans based on the *Eight State Priorities*.

District English Learner Advisory Committee (DELAC):

- *December 8, 2017* – Reviewed current LCAP. Parents pleased with progress.
- *May 4, 2018* – Shared Annual Update and discussed LCAP development. Parents pleased with progress. There were no suggestions.

District Parent Advisory Committee:

- *November 28, 2017* – Reviewed current LCAP. Parents pleased with progress.
- *April 19, 2017* – Shared Annual Update and discussed LCAP development. Parents pleased with progress. There were no suggestions.

Parents:

Satisfaction and involvement surveys were sent out to parents in Spring 2017. Surveys were also sent to all parents of English learners to gather information about their overall satisfaction and involvement with our programs, support, and processes for English learners.

LCAP Committee:

This committee is comprised of a parent, teacher, classified, and administrative representatives from each of our nine school sites. Additionally, members of the community and two members of LHCSD's Board of Education participated in the majority of the meetings. An executive officer from both certificated and classified associations were also included on this committee. District administrators provided resources and support to committee members.

- *February 1, 2018* – Provided LCFF and LCAP background information
- *February 15, 2018* – Reviewed the following data:
 - English Language Arts
 - Mathematics
 - Attendance
 - Suspension/Expulsion
 - English Learner Progress
- *March 1, 2018* – Reviewed the following data:
 - English Learner Progress/Reclassification
 - Parent Survey Results
 - Middle School Mathematics
 - California's Data Dashboard – Achievement Gap Analysis
- *March 22, 2018* – Reviewed the following data:
 - Student Engagement
 - Teacher Assignments
 - Professional Development
 - Members of LCAP Committee met in groups to determine district needs based all data reviewed.
 - Members provided recommendations to LHCSD's Board of Education for the 2018-2019 school year.

Employee Associations:

- *April 17, 2018* – Met and conferred with La Habra Education Association (LHEA). Shared LCAP Committee recommendations. Membership provided clarification on the recommendation of funding additional hours for Community Liaisons. An additional recommendation was to provide an additional physical education teacher in the event student enrollment increases at Sierra Vista school next year.
- *May 8, 2018* - Met and conferred with La Habra City School District's California School Employees Association (CSEA). Provided background information of Local Control Funding Formula (LCFF) and recommendations from LCAP Committee. Membership suggested ensuring parent representation on LCAP Committee was reflective of those students served in the LCAP.

Students:

February/March 2018, 1,161 students in grades 6-8 took a computerized “Student Engagement Survey.” Principals held forums for 312 students in grades K-5 to discuss overall satisfaction of school, sense of safety and belonging, and connectedness with adults on campus.

Let’s Talk:

This on-line tool provides the opportunity for all stakeholders to provide feedback on the LCAP and other areas of interest. “Let’s Talk” submissions are closely monitored and if requested, a response is provided within two business days. “Let’s Talk” is accessed through our District web site in English and Spanish, has been shared with stakeholders at District meetings, advertised in “The La Habra Journal,” and emailed to all District staff.

La Habra City School District Board of Education:

- *May 24, 2018* – Reviewed Draft version of 2018-2019 LCAP. Provided update and input from LCAP Committee. Gathered input from Board of Trustees.
- *June 14, 2018* –Public Hearing on 2018-2019 LCAP
- *June 28, 2018* Final Adoption of 2018-2019 LCAP

Impact on LCAP and Annual Update

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

District English Learner Advisory Committee (DELAC):

The members of DELAC were pleased with the Actions and Services implemented in 2017-2018 and support the goals, actions, and services found in the 2018-2019 LCAP.

District Parent Advisory Committee:

The members of the District Parent Advisory Committee were pleased with the actions and services implemented in 2017-2018 and support the goals, actions, and services found in the 2018-2019 LCAP.

LCAP Committee:

This committee is comprised of a parent, teacher, classified, and administrative representative from each of our nine school sites. Additionally, members of the community and two members of LHCS D's Board of Education participated in the majority of the meetings. An executive officer from both certificated and classified associations were also included on this committee. District administrators provided resources and support to committee members.

Our first meeting was held on February 1, 2018. This meeting provided an overview of the Local Control Funding Formula and the accompanying Local Control and Accountability Plan.

On February 15, March 1, and March 22 the LCAP Committee had the opportunity to review data, which addressed the District Goals and priorities. Committee members reviewed each data set in small teams. They then wrote out statements that described their observations and district needs based on data. Please find the results of their analysis below:

Actions/services attributing to results:

Goal 1 – Academic Achievement

Academic Coaches, Dual Immersion, Additional Periods at Middle Schools, School Readiness, Technology Integration, Summer Academy, ASES, Math Intervention, Piloting of Curriculum, MTSS, Professional Learning Communities, MAP, Physical Education (Wellness of Children), Imagine Learning, Read 180, Visual and Performing Arts, 181 Days of Instruction, Director of Programs and Assessment, and District Lead Teachers.

Goal 2 – Business/Finance

Positive Certification

Goal 3 – School Safety and Student Wellness

School Resource Officer, Director of Child Welfare and Wellness, and Middle School Counselors

Goal 4 – Parent/Community Partnerships

Community Liaisons and PIQE.

Goal – Human Resources Development

Continue with Professional Development

How can we continue to improve:

Goal 1 – Academic Achievement

InnovateEd “Leading from the Middle Practices”
Improved practices of student data analysis
Explore Wonders English learner assessments
Utilize Illuminate to access data
Develop empirical data for actions/services

Goal 2 – Business/Finance

Continue with positive certification

Goal 3 – School Safety and Student Wellness

Administer Student Survey twice each year
Evaluate the effectiveness of MTSS
School counselors at each site
School Resource Officer on site making connections with students
Improved PBIS Practices
Restorative practices for students suspended
Parent education classes

Goal 4 – Parent/Community Partnerships

Additional hours for Community Liaisons
Variety of parent classes for support at different grade levels
Send telephone message to let parents know parent surveys are coming home

Modifications to actions/services:

Goal 1 – Academic Achievement

Increase funding for technology, math intervention at Middle Schools, and for Visual and Performing Arts.
Increase funding for Physical Education if Sierra Vista enrollment increases.

Goal 2 – Business/Finance

None

Goal 3 – School Safety and Student Wellness

Increase funding for security cameras, fencing, Office Clerk hours, and Counselors at Elementary site.

Goal 4 – Parent/Community Partnerships

Increase funding for Community Liaisons by using site funds. Hold Districtwide parent meetings.

Goal 5 – Human Resources Development

Include Las Positas as an AVID Elementary school

Parents, Students, and Employee Associations:

Information gathered through surveys, forums, and meetings was shared with the District's LCAP Committee and Board of Education through data reviews, charts, and conversations. La Habra is a small school district. Many members of the LCAP Committee are parents and/or association members.

La Habra City School District Board of Education:

- May 24, 2018 – Recommendations from the LCAP Committee, Associations, and parent committees were presented. The Board Continued to support the actions and services as described in the current LCAP. The Board considered new actions and services based on input from parents, both associations, and the LCAP Committee. The Trustees agreed to allocate increased funding to Visual and Performing Arts and Technology should additional dollars become available. They also would like LHCS D's Gifted and

Talented Education (GATE) parents to be specifically included in future LCAP development. Staff will investigate the sale of Bonds to provide the funds for increased security at sites. It was also recommended that the work hours for the Office Clerks and Community Liaisons be staggered at the elementary school sites to provide additional coverage in the school offices. Additionally, staff will investigate the costs of increasing the work hours of the Health Technicians. These increased costs for Health Technicians may be funded by alternative State resources.

- June 14, 2018 – Reviewed Draft Version of 2018-2019 LCAP after input from LCAP Committee, parent committees, association, and Board input. Public Hearing on 2018-2019 LCAP.
- June 28, 201 – Final Adoption of 2018-2019 LCAP

Goals, Actions, & Services

New Goal, Modified Goal, or Unchanged Goal

Unchanged Goal

Goal 1

Academic Excellence

All Schools will meet or exceed the accountability requirements for students' academic proficiency.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, & 8

Local Priorities: N/A

Identified Need:

1. To ensure all students demonstrate grade level proficiency in all content areas.
2. To close the achievement gap between significant subgroups; low-income pupil, English learners, Hispanic, and students with special needs.
3. To increase the number of English learners reclassified as English proficient.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All students will demonstrate 5% growth on State Assessments.	SBAC ELA – 34% SBAC Math – 25%	SBAC ELA – 39% SBAC Math – 30%	ELA: Increase Annually Math: Increase Annually	ELA: Increase Annually Math: Increase Annually
English Learners will meet AMAO 1 and AMAO 2 Goals as determined by the State	AMAO 1 – 60.7% AMAO 2 less than 5 yrs. – 33.3% AMAO 2 more than 5 yrs. – 52.8%	Since AMAO has been discontinued, Maintain or increase EL Progress	Since AMAO has been discontinued, Maintain or increase EL Progress	Since AMAO has been discontinued, Maintain or increase EL Progress
The reclassification rate for English Learners will meet or exceed the State Average	Reclassification Rate – 12%	Meet or Exceed State Average	Meet or Exceed State Average	Meet or Exceed State Average
The achievement gap between significant subgroups; Socio-economic disadvantaged, English learner, Hispanic, and students with special needs will be less than 5% on State Assessments	<p>ELA</p> <p>All Students – 34%</p> <p>Socio-economic Disadvantaged – 27%</p> <p>English Learner – 8%</p> <p>Hispanic – 31%</p> <p>Students with Disabilities – 9%</p> <p>Math</p> <p>All Students – 25%</p>	<p>ELA</p> <p>All Students – 35%</p> <p>Socio-economic Disadvantaged – 30%</p> <p>English Learner – 8%</p> <p>Hispanic – 32%</p> <p>Students with Disabilities – 10%</p> <p>Average Distance from Level 3 = -38</p>	Decrease Achievement Gap Annually for ELA and Math between significant subgroups; Socio-economic disadvantages, English learner, Hispanic, and students with special needs.	Decrease Achievement Gap Annually for ELA and Math between significant subgroups; Socio-economic disadvantages, English learner, Hispanic, and students with special needs.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Socio-economic Disadvantaged – 20% English Learner – 10% Hispanic – 21% Students with Disabilities – 8%	Math All Students – 27% Socio-economic Disadvantaged – 23% English Learner – 12% Hispanic – 24% Students with Disabilities – 11% Average Distance from Level 3 = -55		

Planned Actions / Services

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 Students

Location(s):

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

TK-3 Grade Span

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

Modified

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

Modified (from 2017-2018)

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

Modified (from 2018-2019)

2017-18 Actions/Services

The District will continue the process to reduce class size in Grades K-3.

2018-19 Actions/Services

The District will continue the process to reduce class size in Grades TK-3.

2019-20 Actions/Services

The District will continue the process to reduce class size in Grades TK-3.

2017-18 Actions/Services

- Continue reduction in average class size achieved in 2015-2016 and reduce class size by an average of one additional student.

2018-19 Actions/Services

- Continue reduction in average class size achieved in 2015-2016 and reduce class size by an average of one additional student.

2019-20 Actions/Services

- Continue reduction in average class size achieved in 2015-2016 and reduce class size by an average of one additional student.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$565,111	\$739,723	\$759,007
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	Resource 0506 Objects 1000, 3000 Salaries & Benefits	Resource 0506 Objects 1000, 3000 Salaries & Benefits	Resource 0506 Objects 1000, 3000 Salaries & Benefits

Action 2

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

Students to be Served:

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

All Students

Location(s):

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

Imperial and Washington Middle 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

Unchanged

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

Unchanged (from 2017-2018)

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

Unchanged (from 2017-2018)

2017-18 Actions/Services

A seven period day will be offered at Washington Middle School and Imperial Middle School to provide extended learning opportunities for students in grades 6-8.

2018-19 Actions/Services

A seven period day will be offered at Washington Middle School and Imperial Middle School to provide extended learning opportunities for students.

2019-20 Actions/Services

A seven period day will be offered at Washington Middle School and Imperial Middle School to provide extended learning opportunities for students.

2017-18 Actions/Services

- Each Middle School will continue to offer a seven period day.

2018-19 Actions/Services

- Each Middle School will continue to offer a seven period day.

2019-20 Actions/Services

- Each Middle School will continue to offer a seven period day.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$562,893	\$620,716	\$636,897
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	Resource 0515 Objects 1000, 3000 Salaries & Benefits	Resource 0515 Objects 1000, 3000 Salaries & Benefits	Resource 0515 Objects 1000, 3000 Salaries & Benefits

Action 3

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

Students to be Served:

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

Location(s):

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

All Students

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

Modified

Unchanged (from 2017-2018)

Unchanged (from 2017-2018)

2017-18 Actions/Services

Full-time Academic Coaches will support transition to Multi-Tiered System of Support (MTSS) at all school sites:

- One academic coach assigned to each school site.

2018-19 Actions/Services

Full-time Academic Coaches will support transition to Multi-Tiered System of Support (MTSS) at all school sites:

- One academic coach assigned to each school site.

2019-20 Actions/Services

Full-time Academic Coaches will support Multi-Tiered System of Support (MTSS) at all school sites:

- One academic coach assigned to each school site.

2017-18 Actions/Services

- Coaches will serve as Intervention Specialists.
- Academic Coaches will support data analysis.
- Coaches will model high quality lessons for teachers and provide on-going feedback.

2018-19 Actions/Services

- Coaches will serve as Intervention Specialists.
- Academic Coaches will support data analysis.
- Coaches will model high quality lessons for teachers and provide on-going feedback .

2019-20 Actions/Services

- Coaches will serve as Intervention Specialists.
- Academic Coaches will support data analysis.
- Coaches will model high quality lessons for teachers and provide on-going feedback .

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$967,860 / \$62,830 / \$62,830	\$1,024,290 / \$64,715 / \$64,715	\$1,050,992 / \$66,656 / \$ 66,656
Source	Supplemental & Concentration / Title I / Title III	Supplemental & Concentration / Title I / Title III	Supplemental & Concentration / Title I / Title III
Budget Reference	Resource 0520 / 3010 / 4203 Objects 1000, 3000 Salaries & Benefits	Resource 0520 / 3010 / 4203 Objects 1000, 3000 Salaries & Benefits	Resource 0520 / 3010 / 4203 Objects 1000, 3000 Salaries & Benefits

Action 4

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

Students to be Served:

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

Location(s):

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

All Students

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

Modified

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

Unchanged (from 2017-2018)

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

Unchanged (from 2017-2018)

2017-18 Actions/Services

A full-time Academic Coach specializing in technology integration will provide support at all school sites:

- Technology Coach will model high quality, rigorous lessons for teachers

2018-19 Actions/Services

A full-time Academic Coach specializing in technology integration will provide support at all school sites:

- Technology Coach will model high quality, rigorous lessons for teachers

2019-20 Actions/Services

A full-time Academic Coach specializing in technology integration will provide support at all school sites:

- Technology Coach will model high quality, rigorous lessons for teachers

2017-18 Actions/Services

- Technology Coach will provide on-going staff development
- Technology Coach will provide support and development of District's Innovation Lead Teachers.

2018-19 Actions/Services

- Technology Coach will provide on-going staff development
- Technology Coach will provide support and development of District's Innovation Lead Teachers.

2019-20 Actions/Services

- Technology Coach will provide on-going staff development
- Technology Coach will provide support and development of District's Innovation Lead Teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$62,830 / \$62,830	\$64,715 / \$64,715	\$66,656 / \$66,656
Source	Title I / Educator Effectiveness	Title I / Title II	Title I / Title II
Budget Reference	Resources 3010 / 6264 Objects 1000, 3000 Salaries & Benefits	Resources 3010 / 4035 Objects 1000, 3000 Salaries and Benefits	Resources 3010 / 4035 Objects 1000, 3000 Salaries and Benefits

Action 5

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

Students to be Served:

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

Location(s):

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

All Students

Washington Middle School

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[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

Unchanged

Modified (from 2017-2018)

Modified (from 2018-2019)

2017-18 Actions/Services

The District will provide intensive support for 6-8 grade students at-risk in the area of mathematics.

2018-19 Actions/Services

The District will provide intensive support for Washington Middle School students at-risk in the area of mathematics.

- Maintain additional math intervention teacher to reduce the class size in math

2019-20 Actions/Services

The District will provide intensive support for Washington Middle School students at-risk in the area of mathematics.

- Maintain additional math intervention teacher to reduce the class size in math

2017-18 Actions/Services

- Maintain additional math intervention teacher to reduce the class size in math intervention courses.

2018-19 Actions/Services

- intervention courses at Washington Middle School.
- Purchase diagnostic assessments and intervention curriculum.

2019-20 Actions/Services

intervention courses at Washington Middle School.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$84,169	\$86,694	\$89,294
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	Resource 0507 Objects 1000, 3000 Salaries & Benefits	Resource 0507 Objects 1000, 3000, 4000 Salaries & Benefits, Materials	Resource 0507 Objects 1000, 3000, 4000 Salaries & Benefits, Materials

Action 6

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

Students to be Served:

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

All Students

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

Modified

2017-18 Actions/Services

Every student will have current instructional materials and resources for implementation of the Common Core State Standards in English Language Arts,

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

Modified (from 2017-2018)

2018-19 Actions/Services

Every student will have current instructional materials and resources for implementation of the Common Core State Standards in English Language Arts,

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

Modified (from 2018-19)

2019-20 Actions/Services

Every student will have current instructional materials and resources for implementation of the Common Core State Standards in English Language Arts,

2017-18 Actions/Services

Mathematics, and Next Generation Science Standards.

- Implement newly adopted English Language Arts materials.
- Pilot and adopt instructional materials in the area of Mathematics.
- Continue to investigate instructional materials in the areas of Next Generation Science Standards. Purchase supplemental materials as needed.

2018-19 Actions/Services

Mathematics, Next Generation Science Standards and History/Social Studies.

- Implement adopted English Language Arts and Mathematics curriculum
- Pilot instructional materials in the areas of Next Generation Science Standards. Purchase supplemental materials as needed for grades 6-8.
- Investigate instructional materials in the area of History/Social Studies. Purchase supplemental materials as needed.

2019-20 Actions/Services

Mathematics, Next Generation Science Standards, and History/Social Sciences.

- Implement adopted English Language Arts, Mathematics, and 6-8 Science curriculum
- Pilot instructional materials in the area of History/Social Studies and grades K-5 Next Generation Science Standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$300,000 / \$200,000	\$300,000	\$300,000
Source	Instructional Materials / Lottery	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	Resources 0600 / 6300 Objects 4000, 5000 Books & Supplies	Resource 0600 Objects 4000, 5000 Books & Supplies	Resource 0600 Objects 4000, 5000 Books & Supplies

Action 7

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

Students to be Served:

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

All Students

Location(s):

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

Ladera Palma

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

Modified

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

Modified (from 2017-2018)

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

Modified (from 2018-2019)

2017-18 Actions/Services

The District will offer a Dual Immersion program to provide students with the opportunity to attain biliteracy, increase cultural understanding, and develop skills

2018-19 Actions/Services

The District will offer a Dual Immersion program to provide students with the opportunity to attain biliteracy, increase cultural understanding, and develop skills

2019-20 Actions/Services

The District will offer a Dual Immersion program to provide students with the opportunity to attain biliteracy, increase cultural understanding, and develop skills

2017-18 Actions/Services

for success in College, Careers, and the 21st Century.

- The Dual Immersion Program at Arbolita School will be expanded to include Kindergarten, First, Second and Third grades.

2018-19 Actions/Services

for success in College, Careers, and the 21st Century.

- The Dual Immersion Program at Ladera Palma School will be expanded to include Transitional Kindergarten, First, Second, Third, and Fourth grades.
- Ladera Palma will serve as a school wide Dual Immersion site.

2019-20 Actions/Services

for success in College, Careers, and the 21st Century.

- The Dual Immersion Program at Ladera Palma School will be expanded to include Transitional Kindergarten, First, Second, Third, Fourth, and Fifth grades.
- Ladera Palma will continue to serve as a school wide Dual Immersion site.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$60,000	\$65,000	\$70,000
Source	Lottery/Instructional Materials	Lottery	Lottery
Budget Reference	Resource 6300 Objects 4200, Location 120 Books & Supplies	Resource 6300 Objects 4200, Location 120 Books & Supplies	Resource 6300 Objects 4200, Location 120 Books & Supplies

Action 8

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

Students to be Served:

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

All Students

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

Unchanged

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

Modified (from 2017-2018)

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

Modified (from 2018-2019)

2017-18 Actions/Services

Language Arts and Mathematics progress will be measured for students in grades 2-8 through the use of the Measures of Academic Progress (MAP) assessment.

2018-19 Actions/Services

Language Arts and Mathematics progress will be measured for students in grades K-8 with district assessments.

- For students in kindergarten and first grade, "Assessment to Instruction"

2019-20 Actions/Services

Language Arts and Mathematics progress will be measured for students in grades K-8 with district assessments.

- For students in kindergarten and first grade, "Assessment to Instruction"

2017-18 Actions/Services

- MAP will be administered to students in Grade 2 in Fall, Winter, and Spring. Students in Grades 3-8 will take the MAP assessments in Fall and Winter.
- Investigate 2017 Norms and Comparative Studies and alignment to SBAC.
- Provide on-going professional development for teachers in the use of MAP assessments.

2018-19 Actions/Services

- (A2i) will be administered three times per year to inform reading instruction.
- A Curriculum, Instruction, and Assessment committee will meet to select new districtwide assessments.
 - Assessments for Dual Immersion Program will be investigated and purchased.

2019-20 Actions/Services

- (A2i) will be administered three times per year to inform reading instruction.
- Implement districtwide assessments recommended by Curriculum, Instruction, and Assessment Committee.
 - Implement assessments for Dual Immersion Program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$51,655	\$90,000	\$60,000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	Resource 0502 Object 4000, 5000 Supplies & Services	Resource 0502 Object 4000, 5000 Supplies & Services	Resource 0502 Object 4000, 5000 Supplies & Services

Action 9

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

Students to be Served:

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

All Students

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

Modified

2017-18 Actions/Services

Provide opportunities for innovative, authentic learning that supports the Common Core State Standards to include integration of Visual and Performing Arts

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

Modified (from 2017-2018)

2018-19 Actions/Services

Provide opportunities for innovative, authentic learning that supports the Common Core State Standards to include integration of Visual and Performing Arts

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

Unchanged (from 2018-2019)

2019-20 Actions/Services

Provide opportunities for innovative, authentic learning that supports the Common Core State Standards to include integration of Visual and Performing Arts

2017-18 Actions/Services

(VAPA) and Science, Technology, Engineering, and Math (STEM).

- Continue to provide opportunities for teachers to collaborate and develop Project Based Learning experiences for their students that incorporate Visual and Performing Arts (VAPA) and Science, Technology, Engineering, and Math (STEM) as applicable.
- Provide opportunities for students to develop their VAPA skills.

2018-19 Actions/Services

(VAPA) and Science, Technology, Engineering, and Math (STEM).

- Continue to provide opportunities for teachers to collaborate and develop Project Based Learning experiences for their students that incorporate Visual and Performing Arts (VAPA) and Science, Technology, Engineering, and Math (STEM) as applicable.
- Continue to provide opportunities for students to develop their VAPA skills.
- Continue to provide professional development for teachers to incorporate VAPA integration into lessons.

2019-20 Actions/Services

(VAPA) and Science, Technology, Engineering, and Math (STEM).

- Continue to provide opportunities for teachers to collaborate and develop Project Based Learning experiences for their students that incorporate Visual and Performing Arts (VAPA) and Science, Technology, Engineering, and Math (STEM) as applicable.
- Continue to provide opportunities for students to develop their VAPA skills.
- Continue to provide professional development for teachers to incorporate VAPA integration into lessons.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$110,000	\$110,000	\$110,000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	Resource 0525 Objects 1000 – 5000 Salaries, Benefits, Supplies and Services	Resource 0525 Objects 1000 – 5000 Salaries, Benefits, Supplies and Services	Resource 0525 Objects 1000 – 5000 Salaries, Benefits, Supplies and Services

Action 10

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

Students to be Served:

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

All Students

Location(s):

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

Elementary 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

Modified

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

Modified (from 2017-2018)

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

Unchanged (from 2018-2019)

2017-18 Actions/Services

The District will provide a Physical Education program to enhance the wellness

2018-19 Actions/Services

The District will provide a Physical Education program to enhance the wellness

2019-20 Actions/Services

The District will provide a Physical Education program to enhance the wellness

2017-18 Actions/Services

and fitness of students in grades K-5 and provide release time for teachers to collaborate, develop, and enhance their Common Core State Standards based lessons.

- Maintain and monitor K-5 physical education program for effectiveness.
- Evaluate and supplement current Nutrition Education at the K-5 level through collaboration with local organizations.
- Maintain and replenish physical education equipment and Fit Kid centers.
- Incorporate Physical Education into the Wellness Committee quarterly meetings.
- Work with local agencies involved in the “Move More Eat Healthy” movement.
- Provide voluntary trainings to staff and parents on healthier choices.
- Increase number of Physical Education teachers and Educational Assistants to be able to provide District PE program weekly for students in grades K-2.

2018-19 Actions/Services

and fitness of students at LHCS D Elementary Schools and provide release time for teachers to collaborate, develop, and enhance their Common Core State Standards based lessons.

- Maintain and monitor elementary physical education program for effectiveness.
- Evaluate and supplement current Nutrition Education at the elementary level through collaboration with local organizations.
- Maintain and replenish physical education equipment and Fit Kid centers.
- Incorporate Physical Education into the Wellness Committee quarterly meetings.
- Work with local agencies involved in the “Move More Eat Healthy” movement.
- Provide voluntary trainings to staff and parents on healthier choices.
- Maintain number of Physical Education teachers and increase number of Educational Assistants to be able to provide District PE program weekly for students at LHCS D Elementary schools.

2019-20 Actions/Services

and fitness of students at LHCS D Elementary Schools and provide release time for teachers to collaborate, develop, and enhance their Common Core State Standards based lessons.

- Maintain and monitor elementary physical education program for effectiveness.
- Evaluate and supplement current Nutrition Education at the elementary level through collaboration with local organizations.
- Maintain and replenish physical education equipment and Fit Kid centers.
- Incorporate Physical Education into the Wellness Committee quarterly meetings.
- Work with local agencies involved in the “Move More Eat Healthy” movement.
- Provide voluntary trainings to staff and parents on healthier choices.
- Maintain number of Physical Education teachers and Educational Assistants to be able to provide District PE program weekly for students at LHCS D Elementary schools.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$418,158	\$329,185	\$333,045
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	Resource 0529 Objects 1000 – 5000 Salaries, Benefits, Supplies and Services	Resource 0529 Objects 1000 – 5000 Salaries, Benefits, Supplies and Services	Resource 0529 Objects 1000 – 5000 Salaries, Benefits, Supplies and Services

Action 11

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

Students to be Served:

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

Location(s):

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

All Students

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

Unchanged

Unchanged (from 2017-2018)

Unchanged (from 2017-2018)

2017-18 Actions/Services

The District will offer an afterschool program with a focus on homework completion, physical fitness, and enrichment activities.

2018-19 Actions/Services

The District will offer an afterschool program with a focus on homework completion, physical fitness, and enrichment activities.

2019-20 Actions/Services

The District will offer an afterschool program with a focus on homework completion, physical fitness, and enrichment activities.

2017-18 Actions/Services

- The After School Education and Safety Program (ASES) implemented by the Boys and Girls Club of La Habra is offered to all students, kindergarten through eighth grade and is located on each of LHCSD’s school sites. ASES offers a well supervised, comprehensive and academically focused program.

2018-19 Actions/Services

- The After School Education and Safety Program (ASES) implemented by the Boys and Girls Club of La Habra is offered to all students, kindergarten through eighth grade and is located on each of LHCSD’s school sites. ASES offers a well supervised, comprehensive and academically focused program.

2019-20 Actions/Services

- The After School Education and Safety Program (ASES) implemented by the Boys and Girls Club of La Habra is offered to all students, kindergarten through eighth grade and is located on each of LHCSD’s school sites. ASES offers a well supervised, comprehensive and academically focused program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$695,840	\$695,840	\$695,840
Source	ASES	ASES	ASES
Budget Reference	Resource 6010 Objects 4000, 5000 Supplies & Services	Resource 6010 Objects 4000, 5000 Supplies & Services	Resource 6010 Objects 4000, 5000 Supplies & Services

Action 12

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

Students to be Served:

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

Location(s):

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

All Students

All Children Birth to 5

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

Unchanged

Modified (from 2017-2018)

Unchanged (from 2018-2019)

2017-18 Actions/Services

The District will offer programs and activities to support school readiness skills.

- The School Readiness program will provide guidance, modeling, and

2018-19 Actions/Services

The District will offer programs and activities to support school readiness skills.

- The School Readiness program will provide guidance, modeling, and

2019-20 Actions/Services

The District will offer programs and activities to support school readiness skills.

- The School Readiness program will provide guidance, modeling, and

2017-18 Actions/Services

practices of readiness skills with parents and their children Birth to five.

- LHCS D’s School Readiness Program will offer eight on-going free classes to the La Habra Community.
- School Readiness Nurse will provide support, screenings, and resources for families with children Birth – 5 years.

2018-19 Actions/Services

practices of readiness skills with parents and their children Birth to five.

- District will hire an administrator to serve as the School Readiness Coordinator
- LHCS D’s School Readiness Program will offer eight on-going free classes to the La Habra Community.
- School Readiness Nurse will provide support, screenings, and resources for families with children Birth – 5 years.

2019-20 Actions/Services

practices of readiness skills with parents and their children Birth to five.

- District administrator will serve as the School Readiness Coordinator
- LHCS D’s School Readiness Program will offer eight on-going free classes to the La Habra Community.
- School Readiness Nurse will provide support, screenings, and resources for families with children Birth – 5 years.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$241, 300 / \$78,888	\$241, 300 / \$126,277	\$241, 300 / \$130,275
Source	Prop 10 / Supplemental & Concentration	Prop 10 / Supplemental & Concentration	Prop 10 / Supplemental & Concentration
Budget Reference	Resources 9012 / 0930 0543 / 0545 Objects 1000 – 5000 Salaries, Benefits, Supplies, and Services	Resources 9012 / 0930 0543 / 0545 Objects 1000 – 5000 Salaries, Benefits, Supplies, and Services	Resources 9012 / 0930 0543 / 0545 Objects 1000 – 5000 Salaries, Benefits, Supplies, and Services

Action 13

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

Students to be Served:

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

Location(s):

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

All Students

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

Modified

Unchanged (from 2017-2018)

Unchanged (from 2017-2018)

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

The District will provide technical guidance, software programs, and other materials to support an enriching and robust educational experience for all students.

The District will provide technical guidance, software programs, and other materials to support an enriching and robust educational experience for all students.

The District will provide technical guidance, software programs, and other materials to support an enriching and robust educational experience for all students.

2017-18 Actions/Services

- Provide afterschool and night Media Center access at grades 6-8.
- Support iPad 24/7 take home program.
- Support software programs aligned to the state standards to enhance instruction.
- Provide parent education on technology use and integration with California State Standards.

2018-19 Actions/Services

- Provide afterschool and night Media Center access at grades 6-8.
- Support iPad 24/7 take home program.
- Support software programs aligned to the state standards to enhance instruction.
- Provide parent education on technology use and integration with California State Standards.

2019-20 Actions/Services

- Provide afterschool and night Media Center access at grades 6-8.
- Support iPad 24/7 take home program.
- Support software programs aligned to the state standards to enhance instruction.
- Provide parent education on technology use and integration with California State Standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$145,000	\$145,000	\$145,000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	Resource 0527 Objects 4000, 5000 Supplies & Services	Resource 0527 Objects 4000,5000 Supplies & Services	Resource 0527 Objects 4000,5000 Supplies & Services

Action 14

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

Students to be Served:

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

Location(s):

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

All Students

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

Unchanged

Modified (from 2017-2018)

Unchanged (from 2018-2019)

2017-18 Actions/Services

The District will provide iPads, desktop computers, display systems, and other materials to support an enriching and robust educational experience for all students.

2018-19 Actions/Services

The District will provide iPads, desktop computers, display systems, and other materials to support an enriching and robust educational experience for all students.

2019-20 Actions/Services

The District will provide iPads, desktop computers, display systems, and other materials to support an enriching and robust educational experience for all students.

2017-18 Actions/Services

- Continue to address technology needs for classrooms and Media Centers at grades K-5.
- Distribute funds evenly to support all nine sites equitably.
- Continue to support 1:1 iPad refresh cycle at grades 6-8.
- Replace and upgrade equipment as needed

2018-19 Actions/Services

- Continue to address technology needs for classrooms and Media Centers at grades K-5.
- Distribute funds evenly to support all nine sites equitably.
- Continue to support 1:1 iPad refresh cycle at grades 6-8 and at El Cerrito, all grades.
- Replace and upgrade equipment as needed

2019-20 Actions/Services

- Continue to address technology needs for classrooms and Media Centers at grades K-5.
- Distribute funds evenly to support all nine sites equitably.
- Continue to support 1:1 iPad refresh cycle at grades 6-8 and at El Cerrito, all grades.
- Replace and upgrade equipment as needed

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$310,000	\$310,000	\$310,000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	Resource 0526 Object 4000 Supplies	Resource 0526 Object 4000 Supplies	Resource 0526 Object 4000 Supplies

Action 15

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

Students to be Served:

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

Location(s):

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

All Students

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

Unchanged

Unchanged (from 2017-2018)

Unchanged (from 2017-2018)

2017-18 Actions/Services

Information Services Technicians (IST) will provide on-going site based technology support.

- Provide first level technical support, which includes troubleshooting

2018-19 Actions/Services

Information Services Technicians (IST) will provide on-going site based technology support.

- Provide first level technical support, which includes troubleshooting

2019-20 Actions/Services

Information Services Technicians (IST) will provide on-going site based technology support.

- Provide first level technical support, which includes troubleshooting

2017-18 Actions/Services

hardware issues and managing our mobile device initiative.

- ISTs are responsible for planning, organizing, and performing media center and library functions.

2018-19 Actions/Services

hardware issues and managing our mobile device initiative.

- ISTs are responsible for planning, organizing, and performing media center and library functions.

2019-20 Actions/Services

hardware issues and managing our mobile device initiative.

- ISTs are responsible for planning, organizing, and performing media center and library functions.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$182,728	\$198,994	\$205,294
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	Resource 0511 Objects 2000, 3000 Salaries & Benefits	Resource 0511 Objects 2000, 3000 Salaries & Benefits	Resource 0511 Objects 2000, 3000 Salaries & Benefits

Action 16

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

Students to be Served:

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

Location(s):

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

All Students

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

Unchanged

Unchanged (from 2017-2018)

Unchanged (from 2017-2018)

2017-18 Actions/Services

The District will provide extended learning opportunities for all students in Grades K-8.

2018-19 Actions/Services

The District will provide extended learning opportunities for all students in Grades TK-8.

2019-20 Actions/Services

The District will provide extended learning opportunities for all students in Grades TK-8.

2017-18 Actions/Services

- La Habra City School District will maintain 181 days of instruction for all students.

2018-19 Actions/Services

- La Habra City School District will maintain 181 days of instruction for all students.

2019-20 Actions/Services

- La Habra City School District will maintain 181 days of instruction for all students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$174,732	\$205,210	\$210,560
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	Resource 0516 Objects 1000, 2000, 3000 Salaries & Benefits	Resource 0516 Objects 1000, 2000, 3000 Salaries & Benefits	Resource 0516 Objects 1000, 2000, 3000 Salaries & Benefits

Action 17

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

Students to be Served:

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

Location(s):

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

All Students

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

Unchanged

Modified (from 2017-2018)

Unchanged (from 2018-2019)

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

The District will ensure compliance with State and Federal requirements for all academic programs and support on-going formative and summative assessment to monitor student achievement.

The District will ensure compliance with State and Federal requirements for all academic programs and support on-going formative and summative assessment to monitor student achievement.

The District will ensure compliance with State and Federal requirements for all academic programs and support on-going formative and summative assessment to monitor student achievement.

2017-18 Actions/Services

- Director of Programs and Assessment will ensure compliance with State and Federal requirements for all academic programs. The Director will also support on-going formative and summative assessments in the District to monitor academic achievement for all students.

2018-19 Actions/Services

- Assistant Superintendent of Educational Services will ensure compliance with State and Federal requirements for all academic programs. The Assistant Superintendent will also support on-going formative and summative assessments in the District to monitor academic achievement for all students.

2019-20 Actions/Services

- Assistant Superintendent of Educational Services will ensure compliance with State and Federal requirements for all academic programs. The Assistant Superintendent will also support on-going formative and summative assessments in the District to monitor academic achievement for all students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$232,132	\$239,096	\$246,269
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	Resource 0503 Objects 1000-5000 Salaries, Benefits, Supplies, & Services	Resource 0503 Objects 1000-5000 Salaries, Benefits, Supplies, & Services	Resource 0503 Objects 1000-5000 Salaries, Benefits, Supplies, & Services

Action 18

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

Students to be Served:

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

All Students

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

Unchanged

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

Unchanged (from 2017-2018)

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

Unchanged (from 2017-2018)

2017-18 Actions/Services

District Lead teachers will provide training and support in the following areas:

- English Learners
- Technology

2018-19 Actions/Services

District Lead teachers will provide training and support in the following areas:

- English Learners
- Technology

2019-20 Actions/Services

District Lead teachers will provide training and support in the following areas:

- English Learners
- Technology

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,531	\$12,907	\$13,294
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	Resource 0535 Objects 1000, 3000 Salaries & Benefits	Resource 0535 Objects 1000, 3000 Salaries & Benefits	Resource 0535 Objects 1000, 3000 Salaries & Benefits

Action 19

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

Students to be Served:

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

Location(s):

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

[Add students to be Served selection here]

[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

Unchanged

Unchanged (from 2017-2018)

Unchanged (from 2017-2018)

2017-18 Actions/Services

In order to close the achievement gap, teachers will continue to utilize the Professional Learning Community Model to monitor the academic progress and modify instruction for Low-income pupils,

2018-19 Actions/Services

In order to close the achievement gap, teachers will continue to utilize the Professional Learning Community Model to monitor the academic progress and modify instruction for Low-income pupils,

2019-20 Actions/Services

In order to close the achievement gap, teachers will continue to utilize the Professional Learning Community Model to monitor the academic progress and modify instruction for Low-income pupils,

2017-18 Actions/Services

English learners, Foster youth, and Redesignated fluent English proficient students.

- Continue to provide scheduling that will enable each site to have weekly Professional Learning Community meetings characterized by shared mission, vision, and values; collective inquiry; collaborative teams; orientation toward action and a willingness to experiment; commitment to continuous improvement; and a focus on results.

2018-19 Actions/Services

English learners, Foster youth, and Redesignated fluent English proficient students.

- Continue to provide scheduling that will enable each site to have weekly Professional Learning Community meetings characterized by shared mission, vision, and values; collective inquiry; collaborative teams; orientation toward action and a willingness to experiment; commitment to continuous improvement; and a focus on results.

2019-20 Actions/Services

English learners, Foster youth, and Redesignated fluent English proficient students.

- Continue to provide scheduling that will enable each site to have weekly Professional Learning Community meetings characterized by shared mission, vision, and values; collective inquiry; collaborative teams; orientation toward action and a willingness to experiment; commitment to continuous improvement; and a focus on results.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No cost	No cost	No cost
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action 20

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

Students to be Served:

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

[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))

Schoolwide

Location(s):

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

4-8 Grade Span

Actions/Services

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

Unchanged

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

Modified (from 2017-2018)

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

Unchanged (from 2017-2018)

2017-18 Actions/Services

In order to support the Literacy skills of low performing students in Grades 4-8, the District will provide appropriate intervention methods to meet their specific literacy needs.

2018-19 Actions/Services

In order to support the Literacy skills of low performing students in Grades 4-8, the District will provide appropriate intervention methods to meet their specific literacy needs.

2019-20 Actions/Services

In order to support the Literacy skills of low performing students in Grades 4-8, the District will provide appropriate intervention methods to meet their specific literacy needs.

2017-18 Actions/Services

- Scholastics’ “Read 180” and “Expert 21” will be available for students of highest need in Grades 4-8. Investigate the need for additional student licenses for each of the programs.

2018-19 Actions/Services

- Scholastics’ “Read 180” and “System 44” will be available for students of highest need in Grades 4-8. Investigate the need for additional student licenses for each of the programs.

2019-20 Actions/Services

- Scholastics’ “Read 180” will be available for students of highest need in Grades 4-8. Investigate the need for additional student licenses for each of the programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,715	\$8,976	\$9,246
Source	Lottery	Lottery	Lottery
Budget Reference	Resource 6300 Location 120 Object 5818 Services	Resource 6300 Location 120 Object 5818 Services	Resource 6300 Location 120 Object 5818 Services

Action 21

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

Students to be Served:

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

Location(s):

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

[Add students to be Served selection here]

[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

Unchanged

Unchanged (from 2017-2018)

Unchanged (from 2017-2018)

2017-18 Actions/Services

The District will provide an extended learning opportunity for four weeks in the summer for our most academically at risk students.

2018-19 Actions/Services

The District will provide an extended learning opportunity for four weeks in the summer for our most academically at risk students.

2019-20 Actions/Services

The District will provide an extended learning opportunity for four weeks in the summer for our most academically at risk students.

2017-18 Actions/Services

- Continue to provide Summer Academy to promote collaboration, communication, creativity, and critical thinking for our most academically at risk students.

2018-19 Actions/Services

- Continue to provide Summer Academy to promote collaboration, communication, creativity, and critical thinking for our most academically at risk students.

2019-20 Actions/Services

- Continue to provide Summer Academy to promote collaboration, communication, creativity, and critical thinking for our most academically at risk students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$109,129	\$128,339	\$129,623
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	Resource 0537 Objects 1000 – 5000 Salaries, Benefits, Services, & Supplies	Resource 0537 Objects 1000 – 5000 Salaries, Benefits, Services, & Supplies	Resource 0537 Objects 1000 – 5000 Salaries, Benefits, Services, & Supplies

Action 22

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

Students to be Served:

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

[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

Unchanged

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

Unchanged (from 2017-2018)

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

Unchanged (from 2017-2018)

2017-18 Actions/Services

The District will utilize the Multi-Tiered System of Support (MTSS) model in order to provide high-quality instruction and intervention matched to student needs by analyzing the learning rate over time to make important educational decisions.

- Continue to implement and refine the MTSS model at each school site to ensure the process is fully implemented and effective for the students of highest need.
- Review K-8 intervention, identify services provided in each tier, and corresponding assessments
- Design staff development for MTSS.

2018-19 Actions/Services

The District will utilize the Multi-Tiered System of Support (MTSS) model in order to provide high-quality instruction and intervention matched to student needs by analyzing the learning rate over time to make important educational decisions.

- Continue to implement and refine the MTSS model at each school site to ensure the process is fully implemented and effective for the students of highest need.
- Review K-8 intervention, identify services provided in each tier, and corresponding assessments
- Design staff development for MTSS.

2019-20 Actions/Services

The District will utilize the Multi-Tiered System of Support (MTSS) model in order to provide high-quality instruction and intervention matched to student needs by analyzing the learning rate over time to make important educational decisions.

- Continue to implement and refine the MTSS model at each school site to ensure the process is fully implemented and effective for the students of highest need.
- Review K-8 intervention, identify services provided in each tier, and corresponding assessments
- Design staff development for MTSS.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	Title I	Title I	Title I
Budget Reference	Resource 3010 Objects 1000, 3000 Salaries & Benefits	Resource 3010 Objects 1000, 3000 Salaries & Benefits	Resource 3010 Objects 1000, 3000 Salaries & Benefits

Action 23

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):

[Add students to be Served selection here]

[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

Unchanged

Unchanged (from 2017-2018)

Unchanged (from 2017-2018)

2017-18 Actions/Services

The District will provide appropriate intervention models targeting the academic support of English learners and students at-risk.

2018-19 Actions/Services

The District will provide appropriate intervention models targeting the academic support of English learners and students at-risk.

2019-20 Actions/Services

The District will provide appropriate intervention models targeting the academic support of English learners and students at-risk.

2017-18 Actions/Services

- Continue to implement and refine the effectiveness of our current intervention models targeting academic support for English learners and students at-risk previously funded by Economic Impact Aid.
- Investigate and pilot math intervention programs to be used to support at-risk students in grades 6-8.

2018-19 Actions/Services

- Continue to implement and refine the effectiveness of our current intervention models targeting academic support for English learners and students at-risk previously funded by Economic Impact Aid.
- Implement math intervention programs to be used to support at-risk students in grades 6-8.

2019-20 Actions/Services

- Continue to implement and refine the effectiveness of our current intervention models targeting academic support for English learners and students at-risk previously funded by Economic Impact Aid.
- Continue to utilize math intervention programs to be used to support at-risk students in grades 6-8.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,380,841	\$1,510,021	\$1,525,121
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	Resources 0512, 0542, & 0536 Objects 1000 – 5000 Salaries, Benefits, Supplies, and Services	Resources 0512, 0542, & 0536 Objects 1000 – 5000 Salaries, Benefits, Supplies, and Services	Resources 0512, 0542, & 0536 Objects 1000 – 5000 Salaries, Benefits, Supplies, and Services

Action 24

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

Unchanged

2017-18 Actions/Services

Our English learners will be closely monitored as they develop English language proficiency.

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

Unchanged (from 2017-2018)

2018-19 Actions/Services

Our English learners will be closely monitored as they develop English language proficiency.

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

Unchanged (from 2017-2018)

2019-20 Actions/Services

Our English learners will be closely monitored as they develop English language proficiency.

2017-18 Actions/Services

- Language assessors will administer the State Assessment for English learners annually.
- Parents will be notified of student progress both academically and linguistically as required by law.
- Student progress on their acquisition of English will be monitored on an annual basis.

2018-19 Actions/Services

- Language assessors will administer the State Assessment for English learners annually.
- Parents will be notified of student progress both academically and linguistically as required by law.
- Student progress on their acquisition of English will be monitored on an annual basis.

2019-20 Actions/Services

- Language assessors will administer the State Assessment for English learners annually.
- Parents will be notified of student progress both academically and linguistically as required by law.
- Student progress on their acquisition of English will be monitored on an annual basis.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$125,403	\$117,171	\$118,342
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	Resource 0504 Objects 1000 – 4000 Salaries, Benefits, & Supplies	Resource 0504 Objects 1000 – 4000 Salaries, Benefits, & Supplies	Resource 0504 Objects 1000 – 4000 Salaries, Benefits, & Supplies

Action 25

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

Unchanged

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

Unchanged (from 2017-2018)

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

Unchanged (from 2017-2018)

2017-18 Actions/Services

In order to decrease the number of students classified as long-term English learners, the District will ensure high quality instructional materials are available to meet their needs.

2018-19 Actions/Services

In order to decrease the number of students classified as long-term English learners, the District will ensure high quality instructional materials are available to meet their needs.

2019-20 Actions/Services

In order to decrease the number of students classified as long-term English learners, the District will ensure high quality instructional materials are available to meet their needs.

2017-18 Actions/Services

- District will use Imagine Learning software, materials, and instructional strategies to provide English learners at all grade levels, support in speaking, listening, reading, and writing.
- District/Site leaders and classroom teachers will closely monitor English learner progress through careful analysis of Imagine Learning’s data reports.

2018-19 Actions/Services

- District will use Imagine Learning software, materials, and instructional strategies to provide English learners at all grade levels, support in speaking, listening, reading, and writing.
- District/Site leaders and classroom teachers will closely monitor English learner progress through careful analysis of Imagine Learning’s data reports.

2019-20 Actions/Services

- District will use Imagine Learning software, materials, and instructional strategies to provide English learners at all grade levels, support in speaking, listening, reading, and writing.
- District/Site leaders and classroom teachers will closely monitor English learner progress through careful analysis of Imagine Learning’s data reports.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$136,000	\$136,000	\$136,000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	Resource 0544 Object 5000 Services	Resource 0544 Object 5000 Services	Resource 0544 Object 5000 Services

Action 26

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):

[Add students to be Served selection here]

[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

Unchanged (from 2017-2018)

Unchanged (from 2017-2018)

2017-18 Actions/Services

After-school tutoring programs will be provided at each school site to close the achievement gap of our neediest students.

2018-19 Actions/Services

After-school tutoring programs will be provided at each school site to close the achievement gap of our neediest students.

2019-20 Actions/Services

After-school tutoring programs will be provided at each school site to close the achievement gap of our neediest students.

2017-18 Actions/Services

- Students with the highest need will be selected for afterschool tutoring.
- Targeted, small group instruction will be provided.
- Pre and Post assessments will determine student progress on the area of identified academic need.

2018-19 Actions/Services

- Students with the highest need will be selected for afterschool tutoring.
- Targeted, small group instruction will be provided.
- Pre and Post assessments will determine student progress on the area of identified academic need.

2019-20 Actions/Services

- Students with the highest need will be selected for afterschool tutoring.
- Targeted, small group instruction will be provided.
- Pre and Post assessments will determine student progress on the area of identified academic need.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$207,975	\$207,975	\$207,975
Source	Title I	Title I	Title I
Budget Reference	Resource 3011 Objects 1000 – 4000 Salaries, Benefits, & Supplies	Resource 3011 Objects 1000 – 4000 Salaries, Benefits, & Supplies	Resource 3011 Objects 1000 – 4000 Salaries, Benefits, & Supplies

Modified Goal, or Unchanged Goal

Unchanged Goal

Goal 2

Business/Finance

Manage District resources to maintain a sound financial position.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,7,& 8

Local Priorities: N/A

Identified Need:

1. All students benefit from a financially sound District operating and maintaining fiscal solvency.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A “Positive” yearly financial certification	Positive Certification	Positive Certification	Positive Certification	Positive Certification

Action 1

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

Students to be Served:

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

Location(s):

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

All Students

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

Unchanged

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

Unchanged (from 2017-2018)

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

Unchanged (from 2017-2018)

2017-18 Actions/Services

Continue current decision-making practices to maintain fiscal solvency for the current and two subsequent fiscal years.

- Plan for and develop multi-year budget projections that maintain fiscal

2018-19 Actions/Services

Continue current decision-making practices to maintain fiscal solvency for the current and two subsequent fiscal years.

- Plan for and develop multi-year budget projections that maintain fiscal

2019-20 Actions/Services

Continue current decision-making practices to maintain fiscal solvency for the current and two subsequent fiscal years.

- Plan for and develop multi-year budget projections that maintain fiscal

2017-18 Actions/Services

solvency and establishes reserves to ensure fiscal stability for the current and two subsequent fiscal years.

2018-19 Actions/Services

solvency and establishes reserves to ensure fiscal stability for the current and two subsequent fiscal years.

2019-20 Actions/Services

solvency and establishes reserves to ensure fiscal stability for the current and two subsequent fiscal years.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No cost	No cost	No cost
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

New Goal, Modified Goal, or Unchanged Goal

Unchanged Goal

Goal 3

School Safety and Student Wellness

Schools are safe, healthy, and secure places for student learning.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 5, & 6

Local Priorities: N/A

Identified Need:

1. All students require a safe and clean environment.
2. All qualifying students will receive a free, breakfast and lunch each day, which meets their nutritional needs. Students not qualifying for free lunch and breakfast will have the opportunity to purchase LHCS D’s high quality meals at a reasonable price.
3. Students will have multiple opportunities to improve their physical fitness and overall wellbeing.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Overall Facility Rate based on Fit Inspection Tool (FIT) at or above 95% at all school sites.	All sites at 99.27%	All sites at or above 95%	All sites at or above 95%	All sites at or above 95%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
District Student Engagement rate factor at or above 3.0 (engaged often)	6-8 grade students reported at a 3.1 (engaged often)	6-8 grade students reported at a 3.0 (engaged often)	6-8 grade students reported at a 3.0 (engaged often)	6-8 grade students reported at a 3.0 (engaged often)
Students in grades K-5 will report at least an average of 80% overall engagement as reported in their focus groups.	84.6% Overall Engagement	80%+ Overall Engagement	80%+ Overall Engagement	80%+ Overall Engagement
The percentage of 7 th grade students that have ever used cigarettes as reported on the California Healthy Kids Survey will be under 2%.	2% 2015-2016	2%	The California Healthy Kids Survey is administered every two years	2%
The percentage of students meeting the standard for Healthy fitness Zone in the area of Aerobic Capacity will increase by 2% annually.	5 th grade – 59.6% 7 th Grade 74.4%	5 th grade – 61.6% 7 th Grade – 76.4%	5 th grade – 73.0% 7 th Grade – 67.3%	5 th grade – 75.0% 7 th Grade – 69.3%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
District Attendance rate at or above 96%	Attendance Rate – 96.25%	Attendance Rate at or above 96%	Attendance Rate at or above 96%	Attendance Rate at or above 96%
District Chronic Absentee rate at or below 5%	Chronic Absentee Rate – 6.65%	Chronic Absentee Rate at or below 5%	Chronic Absentee Rate at or below 5%	Chronic Absentee Rate at or below 5%
District Suspension rate at or below 1%	District Suspension Rate (2014-2015) – 2.0%	District Suspension Rate at or below 1%	District Suspension Rate at or below 1%	District Suspension Rate at or below 1%
District Expulsion rate at or below 1%	District Expulsion Rate (2014-2015) – 1.0%	District Expulsion Rate at or below 1%	District Expulsion Rate at or below 1%	District Expulsion Rate at or below 1%
Middle School Drop Out rate at or below 1%	Middle School Drop Out Rate less than 1%	Middle School Drop Out rate at or below 1%	Middle School Drop Out rate at or below 1%	Middle School Drop Out rate at or below 1%

Action 1

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

Students to be Served:

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

Location(s):

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

All Students

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

Unchanged

Unchanged (from 2017-2018)

Unchanged (from 2017-2018)

2017-18 Actions/Services

Maintain and fund adequate, safe, and clean facilities by continuously monitoring needs and prioritizing projects to provide for a positive learning environment.

2018-19 Actions/Services

Maintain and fund adequate, safe, and clean facilities by continuously monitoring needs and prioritizing projects to provide for a positive learning environment.

2019-20 Actions/Services

Maintain and fund adequate, safe, and clean facilities by continuously monitoring needs and prioritizing projects to provide for a positive learning environment.

2017-18 Actions/Services

- Continue to support Routine Restricted Maintenance.
- Hire additional maintenance support personnel.

2018-19 Actions/Services

- Continue to support Routine Restricted Maintenance.
- Hire additional maintenance support personnel.

2019-20 Actions/Services

- Continue to support Routine Restricted Maintenance.
- Hire additional maintenance support personnel.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$601,187	\$601,187	\$601,187
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	Resource 8150 Object 8982 Routine Restricted Maintenance	Resource 8150 Object 8982 Routine Restricted Maintenance	Resource 8150 Object 8982 Routine Restricted Maintenance

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):

All Students

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

Unchanged

Modified (from 2017-2018)

Unchanged (from 2018-2019)

2017-18 Actions/Services

The District will ensure safety and wellness at all sites by providing a School Resource Officer and Director of Child Wellness and Welfare

2018-19 Actions/Services

The District will ensure safety and wellness at all sites by providing a School Resource Officer and a part-time District Wellness Lead Teacher.

2019-20 Actions/Services

The District will ensure safety and wellness at all sites by providing a School Resource Officer and a part-time District Wellness Lead Teacher.

2017-18 Actions/Services

- Maintain staffing to support the safety and wellness of our students and staff members at all sites.
- Hold monthly School Attendance Review Board (SARB) meetings to support increased attendance and decrease chronic absenteeism.
- Hold suspension and expulsions hearings as needed.

2018-19 Actions/Services

- Provide staffing to support the safety and wellness of our students and staff members at all sites.
- Hold District Attorney and School Attendance and Review Board (SARB) meetings to support increased attendance and decreased chronic absenteeism.
- Hold Administrative Hearing Panels to support disciplinary concerns such as suspensions and expulsions.

2019-20 Actions/Services

- Provide staffing to support the safety and wellness of our students and staff members at all sites.
- Hold District Attorney and School Attendance and Review Board (SARB) meetings to support increased attendance and decreased chronic absenteeism.
- Hold Administrative Hearing Panels to support disciplinary concerns such as suspensions and expulsions.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$243,800 / \$125,992	\$35,145 / \$129,771	\$36,200 / \$133,655
Source	Supplemental & Concentration / Lottery	Supplemental & Concentration / Lottery	Supplemental & Concentration / Lottery
Budget Reference	Resources 0524 / 1114 Objects 1000, 3000 Salaries & Benefits	Resources 0524 / 1114 Objects 1000, 3000 Salaries & Benefits	Resources 0524 / 1114 Objects 1000, 3000 Salaries & Benefits

Action 3

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

Students to be Served:

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

Location(s):

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

All Students

Elementary Schools and 6th Grade at Imperial Middle School

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[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

Unchanged

Modified (from 2017-2018)

Unchanged (from 2018-2019)

2017-18 Actions/Services

Home to School Transportation will be provided to maintain and potentially increase attendance rates.

- Home to school transportation will be provided to students living beyond

2018-19 Actions/Services

Home to School Transportation will be provided to maintain and potentially increase attendance rates.

- Home to school transportation will be provided to students living beyond

2019-20 Actions/Services

Home to School Transportation will be provided to maintain and potentially increase attendance rates.

- Home to school transportation will be provided to students living beyond

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

three-fourths of a mile of their K-2 school site.

- Home to school transportation will be provided to students living beyond one mile of their 3-5 school site.

three-fourths of a mile of their school site.

three-fourths of a mile of their school site.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$600,000	\$600,000	\$600,000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	Resource 0723 Object 8982 Transportation	Resource 0723 Object 8982 Transportation	Resource 0723 Object 8982 Transportation

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 Students

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

Unchanged

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

Unchanged (from 2017-2018)

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

Unchanged (from 2017-2018)

2017-18 Actions/Services

Attendance rates will be closely monitored at each school site.

- School office clerks will closely monitor attendance, make calls to parents as needed, and prepare and

2018-19 Actions/Services

Attendance rates will be closely monitored at each school site.

- School office clerks will closely monitor attendance, make calls to parents as needed, and prepare and

2019-20 Actions/Services

Attendance rates will be closely monitored at each school site.

- School office clerks will closely monitor attendance, make calls to parents as needed, and prepare and

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

maintain appropriate forms as required by law.	maintain appropriate forms as required by law.	maintain appropriate forms as required by law.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$357,254	\$367,972	\$379,011
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	Resource 0510 Objects 2000, 3000 Salaries & Benefits	Resource 0510 Objects 2000, 3000 Salaries & Benefits	Resource 0510 Objects 2000, 3000 Salaries & Benefits

Action 5

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

Students to be Served:

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

Location(s):

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

All Students

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

Modified (from 2017-2018)

Unchanged (from 2017-2018)

2017-18 Actions/Services

The Middle School Counselors to provide all learners access to a developmentally appropriate and comprehensive guidance counseling program focused on academic success, personal and social development

2018-19 Actions/Services

The Middle School Counselors will continue to provide all learners access to a developmentally appropriate and comprehensive guidance counseling program focused on academic success,

2019-20 Actions/Services

The Middle School Counselors will continue to provide all learners access to a developmentally appropriate and comprehensive guidance counseling program focused on academic success,

2017-18 Actions/Services

and career and college guidance. Services are provided through:

- Guidance curriculum
- Individual planning
- Responsive services and support services

2018-19 Actions/Services

personal and social development and career and college guidance.

- Services will be provided through School Counseling core curriculum, Individual Student Planning, and Responsive Services.

2019-20 Actions/Services

personal and social development and career and college guidance.

- Services will be provided through School Counseling core curriculum, Individual Student Planning, and Responsive Services.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$211,330	\$217,639	\$217,639
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	Resource 0528 Objects 1000, 3000 Salaries & Benefits	Resource 0528 Objects 1000, 3000 Salaries & Benefits	Resource 0528 Objects 1000, 3000 Salaries & Benefits

New Goal, Modified Goal, or Unchanged Goal

Unchanged Goal

Goal 4

Parent/Community Partnerships

District is supported and respected by the community.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities: N/A

Identified Need:

1. District is supported and respected by the community.
2. A strong parent/school partnership is needed to maximize student success.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
90% or more of parents completing the Title I Parent Survey indicate they are satisfied with their child's overall academic progress and feel their child's school is safe, clean, and secure	96% of parents completing the Title I survey are satisfied with their child's overall academic progress and feel their child's school is safe, clean and secure.	90%+ of parents completing the Title I survey are satisfied with their child's overall academic progress and feel their child's school is safe, clean and secure.	90%+ of parents completing the Title I survey are satisfied with their child's overall academic progress and feel their child's school is safe, clean and secure.	90%+ of parents completing the Title I survey are satisfied with their child's overall academic progress and feel their child's school is safe, clean and secure.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>90% or more of parents completing the English learner survey indicate they feel school staff considers parent involvement a valuable component of the instructional program. 90% or more of parents of English learners will attend parent teacher conferences when they are scheduled.</p>	<p>97% or more of parents completing the English learner survey indicate they feel school staff considers parent involvement a valuable component of the instructional program.</p> <p>99% or more of parents of English learners will attend parent teacher conferences when they are scheduled.</p>	<p>90%+ or more of parents completing the English learner survey indicate they feel school staff considers parent involvement a valuable component of the instructional program.</p> <p>90%+ or more of parents of English learners will attend parent teacher conferences when they are scheduled.</p>	<p>90%+ or more of parents completing the English learner survey indicate they feel school staff considers parent involvement a valuable component of the instructional program.</p> <p>90%+ or more of parents of English learners will attend parent teacher conferences when they are scheduled.</p>	<p>90%+ or more of parents completing the English learner survey indicate they feel school staff considers parent involvement a valuable component of the instructional program.</p> <p>90%+ or more of parents of English learners will attend parent teacher conferences when they are scheduled.</p>
<p>Each Community Liaison will organize at least 2 parent workshops each month.</p>	<p>No baseline data available</p>	<p>2 parent workshops each month at each site.</p>	<p>2 parent workshops each month at each site.</p>	<p>2 parent workshops each month at each site.</p>
<p>The number of Title I and English learner parent surveys returned will increase by 2%.</p>	<p>Title I Surveys +17%</p> <p>English learner Parent Surveys - +8%</p>	<p>Title I Surveys +2%</p> <p>English learner Parent Surveys - +2%</p>	<p>Title I Surveys +2%</p> <p>English learner Parent Surveys - +2%</p>	<p>Title I Surveys +2%</p> <p>English learner Parent Surveys - +2%</p>

Action 1

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

Students to be Served:

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

Location(s):

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

All Students

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

Modified

Unchanged (from 2017-2018)

Unchanged (from 2017-2018)

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

The District will enhance communication efforts to provide accurate and timely information to all stakeholders to promote a culture of respect, integrity, and inclusion.

The District will enhance communication efforts to provide accurate and timely information to all stakeholders to promote a culture of respect, integrity, and inclusion.

The District will enhance communication efforts to provide accurate and timely information to all stakeholders to promote a culture of respect, integrity, and inclusion.

2017-18 Actions/Services

- *K-12 Insight* will administer, analyze, and report findings on the following instruments: Organization and Planning Survey, Common Core Implementation Survey, Student Engagement Survey, Title I Parent Survey, and EL Parent Survey.
- A Director of Communication and Special Programs will provide accurate and timely information to all stakeholders to promote a culture of respect, integrity, and inclusion.

2018-19 Actions/Services

- *K-12 Insight* will administer, analyze, and report findings on the following instruments: Organization and Planning Survey, Student Engagement Survey, Title I Parent Survey, and EL Parent Survey.
- A Director of Communication and Special Programs will provide accurate and timely information to all stakeholders to promote a culture of respect, integrity, and inclusion.

2019-20 Actions/Services

- *K-12 Insight* will administer, analyze, and report findings on the following instruments: Organization and Planning Survey, Student Engagement Survey, Title I Parent Survey, and EL Parent Survey.
- A Director of Communication and Special Programs will provide accurate and timely information to all stakeholders to promote a culture of respect, integrity, and inclusion.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$130,576 / \$17,000 / \$12,750	\$146,036 / \$17,000 / \$12,750	\$150,035 / \$17,000 / \$12,750
Source	Supplemental & Concentration / Title I / Title II	Supplemental & Concentration / Title I / Title II	Supplemental & Concentration / Title I / Title II
Budget Reference	Resource 0509 Objects 1000, 3000, 5000 Salary, Benefits, & Services	Resource 0509 Objects 1000, 3000, 5000 Salary, Benefits, & Services	Resource 0509 Objects 1000, 3000, 5000 Salary, Benefits, & Services

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):

[Add students to be Served selection here]

[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

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

Unchanged

Unchanged (from 2017-2018)

Unchanged (from 2017-2018)

2017-18 Actions/Services

Bilingual Community Liaisons will continue to increase home/school communication and increase participation of parents of English learners.

2018-19 Actions/Services

Bilingual Community Liaisons will continue to increase home/school communication and increase participation of parents of English learners.

2019-20 Actions/Services

Bilingual Community Liaisons will continue to increase home/school communication and increase participation of parents of English learners.

2017-18 Actions/Services

- Nine Community Liaisons will continue to provide support for five hours a day at Washington, Imperial, Sierra Vista, Walnut, Las Positas, Arbolita, El Cerrito, Ladera Palma, and Las Lomas schools.
- Community Liaisons will support students and families transitioning into their new school.
- Community Liaisons will provide support to parents in the form of regular communication and on-going parent education.

2018-19 Actions/Services

- Nine Community Liaisons will continue to provide support for five hours a day at Washington, Imperial, Sierra Vista, Walnut, Las Positas, Arbolita, El Cerrito, Ladera Palma, and Las Lomas schools.
- Community Liaisons will support students and families transitioning into their new school.
- Community Liaisons will provide support to parents in the form of regular communication and on-going parent education.

2019-20 Actions/Services

- Nine Community Liaisons will continue to provide support for five hours a day at Washington, Imperial, Sierra Vista, Walnut, Las Positas, Arbolita, El Cerrito, Ladera Palma, and Las Lomas schools.
- Community Liaisons will support students and families transitioning into their new school.
- Community Liaisons will provide support to parents in the form of regular communication and on-going parent education.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$233,864	\$240,879	\$248,106
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	Resource 0533 Objects 2000, 3000 Salaries & Benefits	Resource 0533 Objects 2000, 3000 Salaries & Benefits	Resource 0533 Objects 2000, 3000 Salaries & Benefits

Action 3

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

Students to be Served:

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

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

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

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

Unchanged

Unchanged (from 2017-2018)

Unchanged (from 2017-2018)

2017-18 Actions/Services

The District will consult with the Parent Institute for Quality Education (PIQE) to educate, empower, and inspire the parents of English learners.

2018-19 Actions/Services

The District will consult with the Parent Institute for Quality Education (PIQE) to educate, empower, and inspire the parents of English learners.

2019-20 Actions/Services

The District will consult with the Parent Institute for Quality Education (PIQE) to educate, empower, and inspire the parents of English learners.

2017-18 Actions/Services

- The Parent Institute for Quality Education will provide four, nine-week classes that will focus on Common Core State Standards, Literacy, College Readiness, Parent Participation, and STEM.

2018-19 Actions/Services

- The Parent Institute for Quality Education will provide four, nine-week classes that will focus on Common Core State Standards, Literacy, College Readiness, Parent Participation, and STEM.

2019-20 Actions/Services

- The Parent Institute for Quality Education will provide four, nine-week classes that will focus on Common Core State Standards, Literacy, College Readiness, Parent Participation, and STEM.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$24,000	\$28,000	\$32,000
Source	Title III	Title III	Title III
Budget Reference	Resource 4203 Object 5000 Services	Resource 4203 Object 5000 Services	Resource 4203 Object 5000 Services

Action 4

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

Students to be Served:

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

[Add students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Foster Youth

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Modified (from 2017-2018)

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

Unchanged (from 2017-2018)

2017-18 Actions/Services

The District will work with Orange County Department of Family Services to provide support for parents of Foster Youth

2018-19 Actions/Services

The District will work with Orange County Department of Family Services to provide support for parents of Foster Youth

- Foster Youth Liaison to attend quarterly meetings at the Orange

2019-20 Actions/Services

The District will work with Orange County Department of Family Services to provide support for parents of Foster Youth

- Foster Youth Liaison to attend quarterly meetings at the Orange

2017-18 Actions/Services

- Schedule four meetings for parents of Foster Youth throughout the 2017-2018 school year.
9/15, 11/17, 2/16 and 4/13
- Community Liaisons work with both McKinney-Vento and Foster Families helping them with resources.

2018-19 Actions/Services

County Department of Education (OCDE) to obtain updated information to support Foster Youth.

2019-20 Actions/Services

County Department of Education (OCDE) to obtain updated information to support Foster Youth.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action 5

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

Students to be Served:

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

Location(s):

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

Homeless Youth

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

Unchanged

Modified (from 2017-2018)

Unchanged (from 2017-2018)

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

The District will provide resources for families in our educational community who qualify for aid under the McKinney-Vento Act.

The District will provide resources for families in our educational community who qualify for aid under the McKinney-Vento Act.

The District will provide resources for families in our educational community who qualify for aid under the McKinney-Vento Act.

2017-18 Actions/Services

- Reach out to families who have been identified and provide appropriate resources as needed
- Provide training quarterly at the District level to all classified employees on identification and documentation of McKinney-Vento families and available resources
- Include information in student handbooks and develop questionnaires to assist in identifying new families who may qualify.
- Meet with families on a bi-monthly basis to ensure their needs are being met.

2018-19 Actions/Services

- Meet with families on a monthly basis to ensure educational needs are being met.
- Trainings provided annually to certificated and classified employees.
- Foster Youth Liaison to attend quarterly meetings at the Orange County Department of Education (OCDE) to obtain updated information to support McKinney-Vento youth.

2019-20 Actions/Services

- Meet with families on a monthly basis to ensure educational needs are being met.
- Trainings provided annually to certificated and classified employees.
- Foster Youth Liaison to attend quarterly meetings at the Orange County Department of Education (OCDE) to obtain updated information to support McKinney-Vento youth.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	Title I	Title I	Title I
Budget Reference	Resource 3010 Objects 1000 – 4000 Salaries, Benefits & Supplies	Resource 3010 Objects 1000 – 4000 Salaries, Benefits & Supplies	Resource 3010 Objects 1000 – 4000 Salaries, Benefits & Supplies

Action 6

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

Students to be Served:

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

Location(s):

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

Students with Disabilities

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

Unchanged

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

Unchanged (from 2017-2018)

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

Unchanged (from 2017-2018)

2017-18 Actions/Services

The District will provide support to parents of students with disabilities.

2018-19 Actions/Services

The District will provide support to parents of students with disabilities.

2019-20 Actions/Services

The District will provide support to parents of students with disabilities.

2017-18 Actions/Services

- SELPA Community Advisory Committee meetings three times each year
- Educational workshops related to special education and associated services for parents of students with specialized needs.
- Encourage parent involvement through outreach, parent classes, and regular communication of district policies and practices.

2018-19 Actions/Services

- SELPA Community Advisory Committee meetings three times each year
- Educational workshops related to special education and associated services for parents of students with specialized needs.
- Encourage parent involvement through outreach, parent classes, and regular communication of district policies and practices.

2019-20 Actions/Services

- SELPA Community Advisory Committee meetings three times each year
- Educational workshops related to special education and associated services for parents of students with specialized needs.
- Encourage parent involvement through outreach, parent classes, and regular communication of district policies and practices.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action 7

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

Students to be Served:

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

Location(s):

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

All Students

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

Unchanged (from 2017-2018)

Unchanged (from 2017-2018)

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

The District will provide outreach through parent trainings, workshops, and family nights as suggested by the responses on the Title I and English learner parent surveys.

The District will provide outreach through parent trainings, workshops, and family nights as suggested by the responses on the Title I and English learner parent surveys.

The District will provide outreach through parent trainings, workshops, and family nights as suggested by the responses on the Title I and English learner parent surveys.

2017-18 Actions/Services

- District staff will review Title I and English learner parent surveys to determine the training needs of the parents we serve.
- Four District-wide trainings, workshops, and/or parent nights will be offered throughout the school year.

2018-19 Actions/Services

- District staff will review Title I and English learner parent surveys to determine the training needs of the parents we serve.
- Four District-wide trainings, workshops, and/or parent nights will be offered throughout the school year.

2019-20 Actions/Services

- District staff will review Title I and English learner parent surveys to determine the training needs of the parents we serve.
- Four District-wide trainings, workshops, and/or parent nights will be offered throughout the school year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$10,000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	Resource 0509 Objects 1000 – 4000 Salaries, Benefits, & Supplies	Resource 0509 Objects 1000 – 4000 Salaries, Benefits, & Supplies	Resource 0509 Objects 1000 – 4000 Salaries, Benefits, & Supplies

New Goal, Modified Goal, or Unchanged Goal

Unchanged

Goal 5

Human Resources Development

Provide continual professional development to all District staff.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 5, & 6

Local Priorities: N/A

Identified Need:

1. All students require a highly trained staff with appropriate credentials to support rigorous instructional programs.
2. Students will have access to the Common Core State Standards through properly aligned lessons and high quality instruction.
3. Professional development with a focus on Common Core implementation will be provided to all teachers and paraprofessionals.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% of teachers will be highly qualified.	100% Highly Qualified	100% Highly Qualified	100% Highly Qualified	100% Highly Qualified
100% of teachers will be appropriately assigned.	100% Appropriately Assigned	100% Appropriately Assigned	100% Appropriately Assigned	100% Appropriately Assigned

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>On-going professional development to support 21st Century skills will be provided by our Academic Coaches to teachers and paraprofessionals.</p>	<p>On-going continuous professional development is provided to our teachers and paraprofessionals by our Academic Coaches to support 21st Century skills</p>	<p>On-going continuous professional development is provided to our teachers and paraprofessionals by our Academic Coaches to support 21st Century skills</p>	<p>On-going continuous professional development is provided to our teachers and paraprofessionals by our Academic Coaches to support 21st Century skills</p>	<p>On-going continuous professional development is provided to our teachers and paraprofessionals by our Academic Coaches to support 21st Century skills</p>

Action 1

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

Students to be Served:

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

Location(s):

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

All Students

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

Modified

Modified (from 2017-2018)

Unchanged (from 2018-2019)

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide Professional Development opportunities to support the Common Core State Standards for teachers in all grades utilizing the Professional Learning Cycle.

Provide Professional Development opportunities to support the Common Core State Standards for teachers in all grades utilizing the Professional Learning Cycle.

Provide Professional Development opportunities to support the Common Core State Standards for teachers in all grades utilizing the Professional Learning Cycle.

2017-18 Actions/Services

- LHCS Academic Coaches will provide direct instruction, modeling, coaching, and follow up training on the following research based instructional strategies:
 - Cognitively Guided Instruction
 - Thinking Maps
 - Technology and curriculum integration
 - Project Based Learning
 - Guided Language Acquisition Design
 - Early Children's Mathematics
 - Early Literacy
 - ELD integration
- Outside specialists will provide direct instruction and follow up training on the following research based instructional strategies:
 - Middle School Mathematics
 - Technology and curriculum integration
 - Close Reading
 - Text Dependent Questions
 - Application of Depth of Knowledge
 - Engineering is Elementary
 - Imagine Learning
 - Dual Immersion
- Paraprofessionals will receive training on many of the strategies listed above.

2018-19 Actions/Services

- LHCS Academic Coaches will provide direct instruction, modeling, coaching, and follow up training on the following research based instructional strategies:
 - Cognitively Guided Instruction
 - Thinking Maps
 - Technology and curriculum integration
 - Project Based Learning
 - Guided Language Acquisition Design
 - Early Children's Mathematics
 - Early Literacy
 - ELD integration
- Outside specialists will provide direct instruction and follow up training on the following research based instructional strategies:
 - Middle School Mathematics
 - Technology and curriculum integration
 - Close Reading
 - Text Dependent Questions
 - Application of Depth of Knowledge
 - Engineering is Elementary
 - Imagine Learning
 - History/Social Studies
 - Dual Immersion
 - Next Generation Science Standards

2019-20 Actions/Services

- LHCS Academic Coaches will provide direct instruction, modeling, coaching, and follow up training on the following research based instructional strategies:
 - Cognitively Guided Instruction
 - Thinking Maps
 - Technology and curriculum integration
 - Project Based Learning
 - Guided Language Acquisition Design
 - Early Children's Mathematics
 - Early Literacy
 - ELD integration
- Outside specialists will provide direct instruction and follow up training on the following research based instructional strategies:
 - Middle School Mathematics
 - Technology and curriculum integration
 - Close Reading
 - Text Dependent Questions
 - Application of Depth of Knowledge
 - Engineering is Elementary
 - Imagine Learning
 - History/Social Studies
 - Dual Immersion
 - Next Generation Science Standards

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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<ul style="list-style-type: none"> Paraprofessionals will receive training on many of the strategies listed above.

<ul style="list-style-type: none"> Paraprofessionals will receive training on many of the strategies listed above.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$152,975 / \$604,416 / \$71,000	\$157,564 / \$622,549 / \$71,000	\$157,564 / \$622,549 / \$71,000
Source	Supplemental & Concentration / Supplemental & Concentration / Title I	Supplemental & Concentration / Supplemental & Concentration / Title I	Supplemental & Concentration / Supplemental & Concentration / Title I
Budget Reference	0522 / 0521 / 3010	0522 / 0521 / 3010	0522 / 0521 / 3010

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):

All Students

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

Unchanged

Unchanged (from 2017-2018)

Unchanged (from 2017-2018)

2017-18 Actions/Services

Provide newly hired, preliminary credentialed teachers with support to assist them in fulfilling their professional growth requirements for Clear credentialing.

2018-19 Actions/Services

Provide newly hired, preliminary credentialed teachers with support to assist them in fulfilling their professional growth requirements for Clear credentialing.

2019-20 Actions/Services

Provide newly hired, preliminary credentialed teachers with support to assist them in fulfilling their professional growth requirements for Clear credentialing.

2017-18 Actions/Services

- A credentialed Support Provider will be assigned to all newly hired, preliminary credentialed teachers for two years to assist them in fulfilling their professional growth requirements for Clear credential status and to make a smooth transition to La Habra City School District.

2018-19 Actions/Services

- A credentialed Support Provider will be assigned to all newly hired, preliminary credentialed teachers for two years to assist them in fulfilling their professional growth requirements for Clear credential status and to make a smooth transition to La Habra City School District.

2019-20 Actions/Services

- A credentialed Support Provider will be assigned to all newly hired, preliminary credentialed teachers for two years to assist them in fulfilling their professional growth requirements for Clear credential status and to make a smooth transition to La Habra City School District.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$18,000	\$20,000
Source	Educator Effectiveness Grant	Title II	Title II
Budget Reference	Resource 6264 Objects 1000, 3000 Salaries & Benefits	Resource 4035 Objects 1000, 3000 Salaries & Benefits	Resource 4035 Objects 1000, 3000 Salaries & Benefits

Action 3

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

Students to be Served:

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

Location(s):

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

All Students

Walnut, Imperial, and Washington

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

Unchanged

Unchanged (from 2017-2018)

Unchanged (from 2017-2018)

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

To increase students' eligibility for four-year college/university entrance we will provide Advancement via Individual Determination (AVID) classes at Imperial and Washington Middle Schools and

To increase students' eligibility for four-year college/university entrance we will provide Advancement via Individual Determination (AVID) classes at Imperial and Washington Middle Schools and

To increase students' eligibility for four-year college/university entrance we will provide Advancement via Individual Determination (AVID) classes at Imperial and Washington Middle Schools and

2017-18 Actions/Services

school-wide student support at Walnut School, an AVID Elementary site.

- Teams from each school will attend AVID Summer Institutes to learn more about the implementation of AVID practices.

2018-19 Actions/Services

school-wide student support at Walnut School, an AVID Elementary site.

- Teams from each school will attend AVID Summer Institutes to learn more about the implementation of AVID practices.

2019-20 Actions/Services

school-wide student support at Walnut School, an AVID Elementary site.

- Teams from each school will attend AVID Summer Institutes to learn more about the implementation of AVID practices.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$11,000	\$11,000
Source	Supplemental & Concentration	Supplemental & Concentration	Supplemental & Concentration
Budget Reference	Resource 0523 Objects 1000, 3000, & 5000 Salaries, Benefits, & Services	Resource 0523 Objects 1000, 3000, & 5000 Salaries, Benefits, & Services	Resource 0523 Objects 1000, 3000, & 5000 Salaries, Benefits, & Services

Action 4

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

Students to be Served:

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

[Add students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged

2017-18 Actions/Services

High Quality, Professional Development will be provided to all teachers of English Learners on the English Language Development Standards.

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

Unchanged (from 2017-2018)

2018-19 Actions/Services

High Quality, Professional Development will be provided to all teachers of English Learners on the English Language Development Standards.

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

Unchanged (from 2017-2018)

2019-20 Actions/Services

High Quality, Professional Development will be provided to all teachers of English Learners on the English Language Development Standards.

2017-18 Actions/Services

- Our Academic Coaches will support all teachers in the implementation of the English language development standards.

2018-19 Actions/Services

- Our Academic Coaches will support all teachers in the implementation of the English language development standards.

2019-20 Actions/Services

- Our Academic Coaches will support all teachers in the implementation of the English language development standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$41,000	\$43,000	\$45,000
Source	Title III	Title III	Title III
Budget Reference	Resource 4203 Objects 1000, 3000, 4000, & 5000 Salaries, Benefits, Supplies, & Services	Resource 4203 Objects 1000, 3000, 4000, & 5000 Salaries, Benefits, Supplies, & Services	Resource 4203 Objects 1000, 3000, 4000, & 5000 Salaries, Benefits, Supplies, & Services

Action 5

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

Students to be Served:

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

Location(s):

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

All Students

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

Unchanged (from 2018-2019)

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

The District will provide support for continual Cycles of Inquiry to Improve Instructional strategies and learning outcomes.

The District will provide support for continual Cycles of Inquiry to Improve Instructional strategies and learning outcomes.

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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<ul style="list-style-type: none"> LHCSD will consult with InnovateEd and provide teacher training on looking at student data, identifying instructional targets, developing action plans, and monitoring progress.
--

<ul style="list-style-type: none"> LHCSD will consult with InnovateEd and provide teacher training on looking at student data, identifying instructional targets, developing action plans, and monitoring progress.
--

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$140,000	\$140,000
Source		Title II	Title II
Budget Reference		Resource 4035 Object 5800 Consulting/Professional Services	Resource 4035 Object 5800 Consulting/Professional Services

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-2019**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 9,335,341

26.45%

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 stakeholders believe a strong Core Program, which reflects the goals described in our Mission Statement, will meet the needs of ALL students in our District. La Habra City School District has chosen to strengthen the Core Program and provide enriched opportunities through school focuses with the increase in Local Control Funding. Additionally, we recognize the need to improve specific achievement outcomes for the most at-risk learners, low-income students, foster youth, and English learners, which comprise 77.4% of our student population. Based on research, independent data analysis, and stakeholder input the actions below are principally directed to improve student achievement for our unduplicated students:

- Continue to provide a 181-day school year for all students
- Utilize the services of InnovateEd to support a continual Cycle of Inquiry to Improve Instructional strategies and learning outcomes.
- Continue to provide standards-aligned instructional materials for all
- Seven period day at each Middle School
- Continue to provide counselors at each Middle School
- Continue to move towards reducing the average class size by one student each year in grades K-3
- Continue to provide Academic Coaches in at each school
- Improve District communication with stakeholders
- Provide more opportunities for students to participate in Visual and Performing Arts

- Continue to support Physical Education teachers for grades K-6
- Refresh, enhance, and support technology at all sites
- Expand afterschool and night Media Center access for grades 6-8
- Provide on-going site based technology support
- Provide programs and activities to support school readiness skills
- Provide AVID to increase students' eligibility for four-year college/university entrance opportunities
- Monitor daily attendance
- Maintain safe and clean facilities
- Ensure safety and wellness for all students by providing a School Resource Officer and District Wellness Lead Teacher
- Maintain and potentially increase student attendance rates by providing home to school Transportation
- Offer Dual Immersion program to provide students with the opportunity to obtain biliteracy
- Utilize "Assessment to Instruction" to monitor student progress in reading
- District will maintain compliance with State and Federal programs and monitor student progress through formative and summative assessments
- District Lead Teachers will provide training and support in the area of technology

The actions/services stated above coupled with the items listed below meet the LHCSO proportionality requirement of 26.45%.

The following action items have been selected to meet the specific needs of our Unduplicated Students:

- Bilingual Community Liaisons will continue to support parents of English learners at each school for five hours each day.
- Provide opportunities for teachers to participate in Professional Learning Communities (PLC)
- Continue to provide Read 180 to students at-risk in grades 4-8
- Provide extended learning opportunities in the summer.
- Continue to provide appropriate intervention models targeting the academic support of English learners and students at-risk previously funded by Economic Impact Aid (EIA)
- Closely monitor the progress of English learners as they move towards proficiency in English
- Provide high quality English learner instructional materials to support English development
- Provide Professional Development on the English Language Development Standards
- Monitor and support after-school tutoring programs

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

[Estimated Supplemental and Concentration Grant Funds:](#)

\$8,858,224

[Percentage to Increase or Improve Services:](#)

26.06%

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 stakeholders believe a strong Core Program, which reflects the goals described in our Mission Statement, will meet the needs of ALL students in our District. La Habra City School District has chosen to strengthen the Core Program with the increase in Local Control Funding. Additionally, we recognize the need to improve specific achievement outcomes for the most at-risk learners, low-income students, foster youth, and English learners, which comprise 77.4% of our student population. The actions to support all students are listed below:

- Continue to provide a 181-day school year for all students
- Continue to provide standards-aligned instructional materials for all
- Seven period day at each Middle School
- Provide counselors at each Middle School
- Continue to move towards reducing the average class size by one student each year in grades K-3
- Continue to provide Academic Coaches in the areas of Mathematics and Literacy
- Continue to provide math intervention teachers to reduce class size in intervention courses
- Provide Professional Development opportunities to support the Common Core State Standards for teachers in all grades utilizing the Professional Learning Cycle.
- Improve District communication with stakeholders
- Provide more opportunities for students to participate in Visual and Performing Arts
- Continue to support Physical Education teachers for grades K-5

- Refresh, enhance, and support technology at all sites
- Expand afterschool and night Media Center access for grades 6-8
- Provide on-going site bases technology support
- Utilize Measures of Academic Performance (MAP) to determine student progress in grades 2-8 in English Language Arts and Math
- Provide programs and activities to support school readiness skills
- Maintain safe and clean facilities
- Ensure safety and wellness for all students by providing a School Resource Officer and Coordinator of Wellness and Welfare
- Maintain and potentially increase student attendance rates by providing home to school transportation
- Provide AVID to increase students' eligibility for four year college/university entrance opportunities
- Monitor daily attendance
- Provide opportunities for teachers to participate in Professional Learning Communities (PLC)
- Continue to provide Read 180 and Expert 21 to students at-risk in grades 4-8

The actions/services stated above coupled with the items listed below meet the LHCSD proportionality requirement of 26.06%.

The following action items are principally directed to meet the needs of our Targeted Population:

- Bilingual Community Liaisons will continue to support parents of English learners at each school for five hours each day.
- Academic Interventions will continue to be offered to our most at-risk students in the summer
- Continue to provide appropriate intervention models targeting the academic support of English Learners and students at-risk previously funded by Economic Impact Aid (EIA)
- Closely monitor the progress of English learners as they move towards proficiency in English.
- Provide Professional Development on the English Language Development Standards and implement the adopted ELA/ELD curriculum to support our English learners.
- Monitor and support after-school tutoring programs
- Ensure the Multi-tiered System of Support model is providing the appropriate level of support for our neediest students.
- Provide “ “Imagine Learning” to support academic achievement of English learners
- Work with Parent Institute for Quality Education (PIQE) to provide classes for parents of English learners
- Continue to provide training for parents of Foster Youth
- Maintain Community Liaison support for Foster and McKinney Vento families

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

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

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

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

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the 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. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

- (1) The number of 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?