LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	NEWHALL SCHOOL DISTRICT
CDS code:	19-64832-0000000
LEA contact information:	DEE JAMISON, (661-291-4000), djamison@newhall.k12.ca.us
Coming LCAP Year:	2019-2020
Current LCAP Year	2018-2019

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2019-2020 LCAP Year	Amount
Total LCFF funds	$ 56,867,015
LCFF supplemental & concentration grants	$ 4,588,374
All other state funds	$ 4,390,506
All local funds	$ 4,514,762
All federal funds	$ 2,560,963
Total Projected Revenue	$ 68,333,246

Total Budgeted Expenditures for the 2019-2020 LCAP Year	Amount
Total Budgeted General Fund Expenditures	$ 68,536,898
Total Budgeted Expenditures in LCAP	$ 46,563,111
Total Budgeted Expenditures for High Needs Students in LCAP	$ 4,588,374
Expenditures not in the LCAP	$ 21,973,787

Expenditures for High Needs Students in the 2018-2019 LCAP Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 4,452,125
Estimated Actual Expenditures for High Needs Students in LCAP	$ 4,351,531

Not for Inclusion with the Template

LCFF Budget Overview for Parents

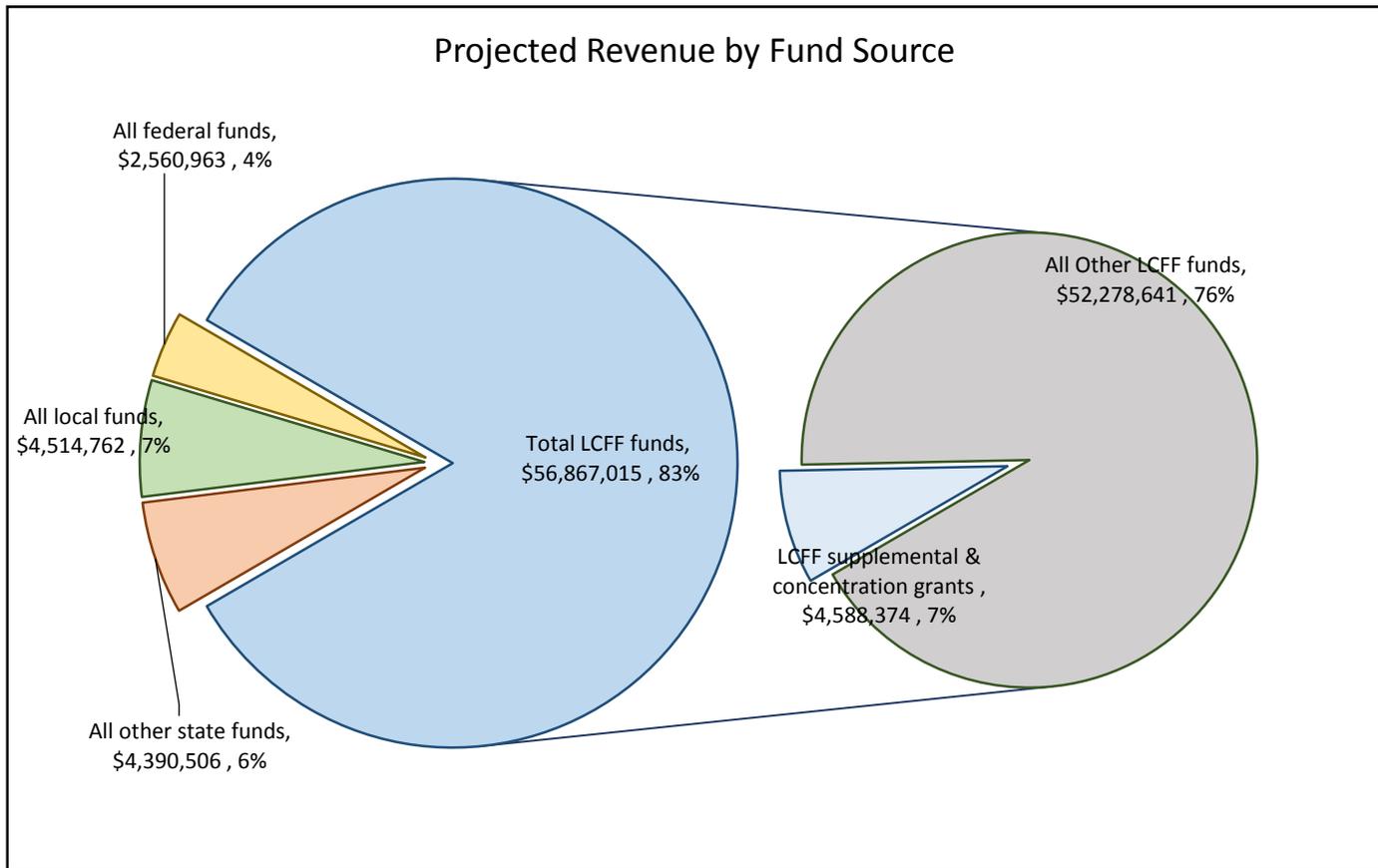Local Educational Agency (LEA) Name: NEWHALL SCHOOL DISTRICT

CDS Code: 19-64832-0000000

Local Control and Accountability Plan (LCAP) Year: 2019-2020

LEA contact information: DEE JAMISON, (661-291-4000), djamison@newhall.k12.ca.us

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

Budget Overview for the 2019-2020 LCAP Year

Projected Revenue by Fund Source

All federal funds, $2,560,963 , 4%

All Other LCFF funds, $52,278,641 , 76%

All local funds, $4,514,762 , 7%

Total LCFF funds, $56,867,015 , 83%

LCFF supplemental & concentration grants , $4,588,374 , 7%

All other state funds, $4,390,506 , 6%

This chart shows the total general purpose revenue NEWHALL SCHOOL DISTRICT expects to receive in the coming year from all sources.

The total revenue projected for NEWHALL SCHOOL DISTRICT is $68,333,246.00, of which $56,867,015.00 is Local Control Funding Formula (LCFF), $4,390,506.00 is other state funds, $4,514,762.00 is local funds, and $2,560,963.00 is federal funds. Of the $56,867,015.00 in LCFF Funds, $4,588,374.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures
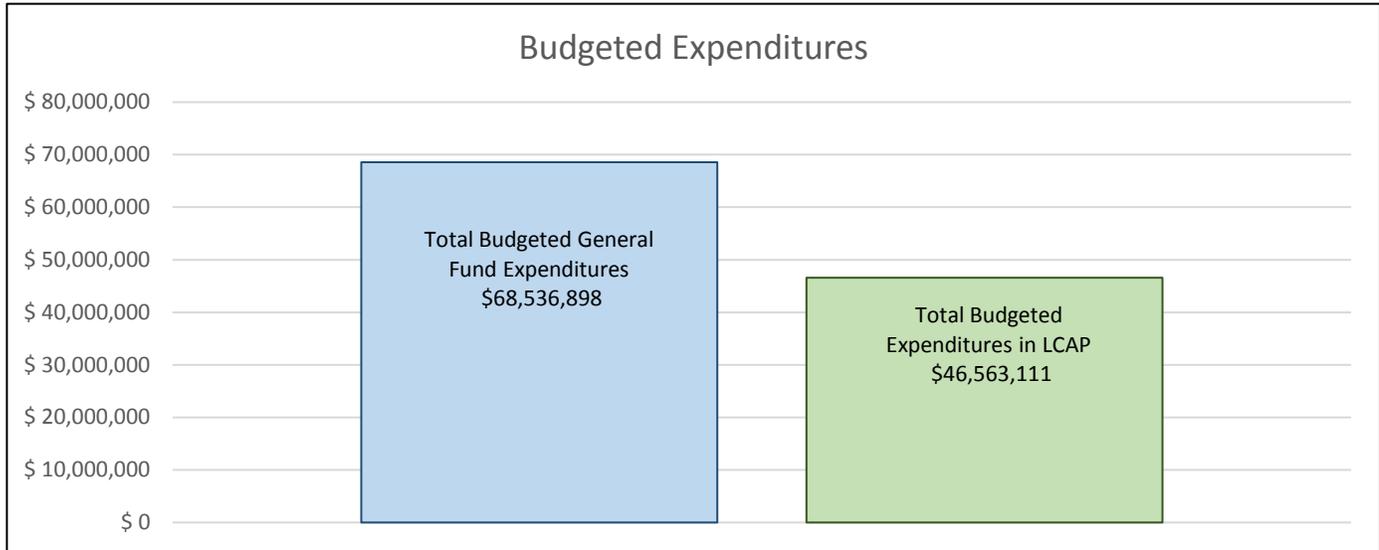
This chart provides a quick summary of how much NEWHALL SCHOOL DISTRICT plans to spend for 2019-2020. It shows how much of the total is tied to planned actions and services in the LCAP.

NEWHALL SCHOOL DISTRICT plans to spend $68,536,898.00 for the 2019-2020 school year. Of that amount, $46,563,111.00 is tied to actions/services in the LCAP and $21,973,787.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
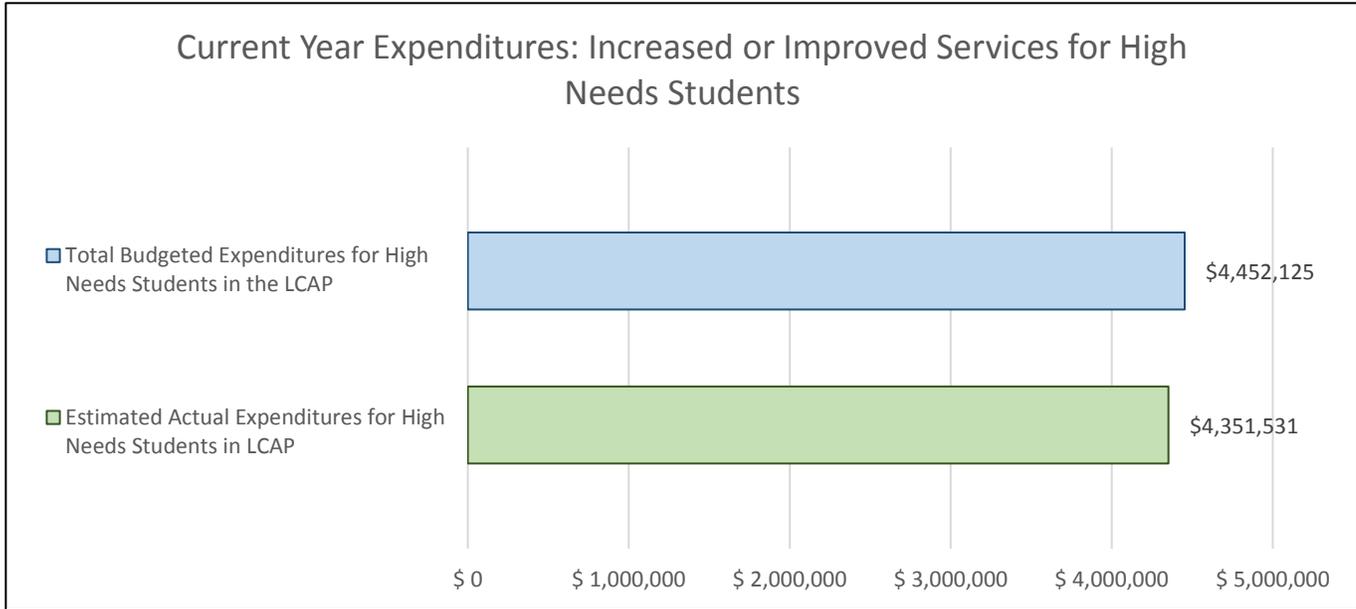
Not included are Core instruction Supplies and Other Operating Expenditures, Non-Instructional Expenditures for District Support departments and Special Education budgets.

Increased or Improved Services for High Needs Students in 2019-2020

In 2019-2020, NEWHALL SCHOOL DISTRICT is projecting it will receive $4,588,374.00 based on the enrollment of foster youth, English learner, and low-income students. NEWHALL SCHOOL DISTRICT must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, NEWHALL SCHOOL DISTRICT plans to spend $4,588,374.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-2019

Current Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the LCAP — $4,452,125

Estimated Actual Expenditures for High Needs Students in LCAP — $4,351,531

$ 0 $ 1,000,000 $ 2,000,000 $ 3,000,000 $ 4,000,000 $ 5,000,000

This chart compares what NEWHALL SCHOOL DISTRICT budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what NEWHALL SCHOOL DISTRICT estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-2019, NEWHALL SCHOOL DISTRICT's LCAP budgeted $4,452,125.00 for planned actions to increase or improve services for high needs students. NEWHALL SCHOOL DISTRICT estimates that it will actually spend $4,351,531.00 for actions to increase or improve services for high needs students in 2018-2019. The difference between the budgeted and actual expenditures of $100,594.00 had the following impact on NEWHALL SCHOOL DISTRICT's ability to increase or improve services for high needs students:

Projections for various staff trainings were overestimated. The district experience staff turnover resulting in staff expenditures not being fully expended. The district expected new positions to be more costly than expected.

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)

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Newhall	Dee Jamison Assistant Superintendent Instruction	djamison@newhall.k12.ca.us (661) 291-4177

2017-20 Plan Summary

The Story

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

Situated in northeast Los Angeles County, the Newhall School District (grades TK-6) serves a portion of the City of Santa Clarita and the unincorporated communities of Stevenson Ranch and Westridge. Six Flags Magic Mountain, a community landmark, is located within the District Boundaries. Newhall's ten schools enroll just over 6542 students. That enrollment will increase in the future with the construction of three new schools as part of the massive Newhall Ranch development.

Over the years, Newhall has distinguished itself as one of the highest achieving districts in California. All of its schools have earned California Distinguished Schools honors and five have earned National Blue Ribbon Schools recognition. In 2018, three schools earned California Distinguished Schools recognition under the State's updated rating system (California School Dashboard). In 2019, 3 schools have been nominated for recognition as National Blue Ribbon Schools. In the current era of new State standards and tests, Newhall continues to outperform neighboring districts and eclipsing, by far, Los Angeles County and State test scores. Test results can be viewed at the NSD website (www.newhallschooldistrict.net). District and school ratings (Dashboard) can be viewed at the California Department of Education website.

Bolstering its academics are impressive programs in music, visual arts and science (each school has a dedicated science lab staffed by a science support technician) and state-of-the-art technology that maximizes learning. Two voter-approved bond measures have yielded, over the years, new schools, modernized facilities, augmented technology and a performing arts theater for all schools to use. There is no doubt that the Newhall community enthusiastically supports its schools in big way and will continue to do so in the future.

All of the aforementioned is owing to Newhall's culture of excellence—from the Governing Board to staff to parents—that always puts students first. This makes Newhall an exceptionally rewarding place for students, parents, community, and staff.

LCAP Highlights

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

The 2017-2020 LCAP Year 3 contains many of the ongoing actions and services detailed in our prior plan to support
the eight State priorities. The new actions and services we have added share a common goal of eliminating the achievement gap for our unduplicated pupils. Key elements include:

1. Year three professional development support of our ELA/ELD curriculum (*Benchmark Advance*) in grades TK-6.
2. Hiring a second Teacher on Special Assignment (TOSA) to support special educatioin teachers and students in the implementation of state standards.
3. Support EL Lead Teachers at each school site to implement monitoring programs and activities created by the District EL Committee.
4. Expand the implementation of the Next Generation Science Standards in grades 6.
5. Continue the implementation of Positive Behavior Intervention and Supports (PBIS) at all school sites.
6. Provide aligned supplementary curriculum for Resource Specialist teachers to support student need in ELA .
7. Form an Inclusive Collaborative to explore and make recommendations on inclusive practices.
8. Hire an additional Special Education Preschool teacher to support assessment and instructional practices.
9. Begin work on the topic of equity through a partnership and professional development with Dr. Luis Cruz .

Review of Performance

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

Greatest Progress

As a system, our greatest progress has been in math achievement, English Learner efforts, and RTI improvements. Our outstanding English Language Arts and math achievement (per CAASPP & District Assessments) is based on a comprehensive plan which helped us achieve a Blue rating in the California School Dashboard. Plan elements included:

- Systemic, ongoing researched based professional development on response to intervention structures at Title I schools.
- Grades 3-6 teachers attending multiple English Language Development half-day training sessions with two Center for Educational Leadership consultants spread across the year.
- Special Day Classroom and Resource Specialist teachers attending three full-day training sessions with a Solution-Tree math consultant spread across the year to deepen content knowledge and and knowledge of the math standards.
- District math coach providing additional support to teachers on the District's adopted math programs, *Bridges* and *College Preparatory Math*. The coach supports teachers with resource alignment, pacing, assessments, and lesson planning.
- All students continuing to have access to DreamBox. This standards-based web-based tutorial adjusts its level of difficulty based on student progress. Teachers have the ability to assign students to work on specific standards, either to address deficits or to accelerate learning.
- Continuing the District EL collaborative efforts to: (1) assist with a needs assessment; (2) lead the efforts around awareness and planning for the transition to the State's new EL assessment, the English Learner Proficiency Assessments for California (ELPAC), and; (3) support the implementation of targeted support for English Learners during Designated English Language Development (ELD) time.
- Deepened the implementation of our ELA/ELD program (*Benchmark Advance*) TK-6 with support of the Literacy coaches.
- Contracted with a Center for Educational Leadership consultant to assist the Instructional Leadership Teams in improving their leadership capacities, reflect on progress, and determine next steps for 2019-20.

Based on these efforts, we have seen a reduction in the achievement gap for our EL students on District benchmark assessments and created stronger systems of tiered supports leading to improved student learning.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or

where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Chronic Absenteeism Data:

Based on the new state accountability system and the LCFF rubrics the following suspension data were released:

Accountability Data	Blue	Green	Yellow	Orange	Red
Chronic Absenteeism	1	4	3	2	0

*the numbers indicate the number of student groups who received each rating

Newhall School District's overall chronic absenteeism data rating for all students was yellow.

A concern in our chronic absenteeism data is that our African American and Students with Disabilities student groups were both orange.

Based on this information the District plans to improve these ratings through the following actions:

- Additional Community Liaison hours at sites with our highest unduplicated pupil counts to help improve home-school collaboration.
- Additional counseling time at sites with our highest unduplicated pupil and special education counts who present challenging attendance issues and pose the greatest needs in the social-emotional arena.
- Year three implementation of Positive Behavioral Interventions and Supports (PBIS) at eight schools sites in 2019-20, and the other two schools will begin year two implementation in 2019-20. This researched-based program will create systemic structures across all school sites to foster positive relationships with students and families.

Suspension Data:

Based on the new state accountability system and the LCFF rubrics the following suspension data were released:

Accountability Data	Blue	Green	Yellow	Orange	Red
District Suspension	3	2	0	4	1

*the numbers indicate the number of student groups who received each rating

Newhall School District's overall suspension data rating for all students was green.

A concern in our suspension data is that our District Foster Youth student group was red. Our English Learners, Hispanic, Socioeconomically Disadvantaged and Student with Disabilities student groups under this indicator were orange dropping from yellow in the previous year. All other student groups were green or blue. No groups were in yellow.

Based on this information the District plans to improve these ratings through the following actions:

- Year three implementation of Positive Behavioral Interventions and Supports (PBIS) at eight schools sites in 2019-20, and the other two schools will begin year two implementation in 2019-20. This researched-based program will create systemic structures across all school sites to support students and families in making positive **decisions at school and home.**
- Additional counseling time at sites with our highest unduplicated pupil and special education counts, as well as foster youth students, who present challenging behaviors and pose the greatest needs in the social-emotional arena.
- Additional Community Liaison hours at sites with our highest unduplicated pupil counts to help improve home-school collaboration.
- Maintaining a District social-worker at our two sites with the highest unduplicated pupil count to provide basic needs supports to families.

English Language Arts Progress:

In terms of the new LCFF Evaluation Rubrics, the data yielded the following information on English Language Arts Progress:

Accountability Data	Blue	Green	Yellow	Orange	Red
District progress in ELA	4	2	2	1	

As a District we received an orange rating in one student group (Students with Disabilities) and since we are blue overall, our 2 students in groups in yellow (English Learners and Hispanic students) also qualified as an area of greatest need.

Based on this information the District plans to improve these ratings through the following actions:

- Implement Steps curriculum from Benchmark Advance with Resource teachers.
- Hire a District Teacher on Special Assignment (TOSA)/coach with special education and general education experience to support teachers in their implementation of ELA resources.
- Provide targeted professional development for general education and SDC teachers utilizing core curriculum with our ELA/ELD TOSAs.
- Create an Inclusive Practices Collaborative team to delve into improving our efforts around inclusive practices for students who receive

special education services.

Mathematics Progress:

Accountability Data	Blue	Green	Yellow	Orange	Red
District progress in Math	4	2	2	1	

As a District we received an orange rating in one student group (Students with Disabilities) and since we are blue overall, our 2 students in groups in yellow (English Learners and Hispanic students) also qualified as an area of greatest need.

Based on this information the District plans to improve these ratings through the following actions:

- Hire a District Teacher on Special Assignment (TOSA)/coach with special education and general education experience to support teachers in their implementation of math resources.
- Create an Inclusive Practices Collaborative team to delve into improving our efforts around inclusive practices for students who receive

  special education services.
- Closely analyze formative and summative assessments results for EL and Hispanic students to ensure they are making academic gains to eliminate the achievement gap.

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

Performance Gaps

Our performance gaps are the same student groups as identified in our greatest need summary. As such, the same actions are listed below:

Suspension Data:

Based on the new state accountability system and the LCFF Rubrics the following suspension data were released
for the Newhall School District:

Our District overall is green. Our District Foster Youth student group is red and four student groups (English Learners, Hispanic, Socioeconomically Disadvantages, and Students with Disabilities) were orange.

Based on this information the District plans to improve these ratings through the following actions:

- Year three implementation of Positive Behavioral Interventions and Supports (PBIS) at eight schools sites in 2019-20. The other two schools will be in year two implementation. This researched-based program will create systemic structures across all school sites to support students and families in making positive **decisions at school and home.**
- **Additional counseling time at sites with our highest unduplicated pupil counts and special education counts to work with students who present challenging behaviors.**
- **Additional Community Liaison hours at sites with our highest unduplicated pupil counts to help improve home-school collaboration.**

English Language Arts Progress:

In reviewing the new LCFF Evaluation Rubrics, the data yielded the following information on English Language Arts Progress:
As a District we received an overall rating of blue. Two student groups were yellow (English Learners and Hispanic) and we had an orange rating in one student group (Students with Disabilities)

Based on this information the District plans to improve these ratings through the following actions:

- Review District Benchmark assessment data to identify students who need additional time and support during intervention time.
- Provide (through our ELA/ELD TOSAs) targeted professional development for SDC teachers utilizing core curriculum.
- Provide (through our ELA/ELD TOSAs) targeted professional development for teachers around English Language Development.
- Implement Steps curriculum from Benchmark Advance with Resource teachers.
- Hire a District Teacher on Special Assignment (TOSA)/coach with special education and general education experience to support teachers in their implementation of ELA resources.
- Provide targeted professional development for SDC teachers utilizing core curriculum with our ELA/ELD TOSAs.
- Create an Inclusive Practices Collaborative team to delve into improving our efforts around inclusive practices for students who receive

  special education services.

Mathematics Progress:

As a District we received an overall rating of blue in math. Two student groups were yellow (English Learners and Hispanic) and we had an orange rating in one student group (Students with Disabilities)

Based on this information the District plans to improve these ratings through the following actions:

- Review District unit assessment data to identify students who need additional time and support during intervention time.
- Provide (through our math TOSA) targeted professional development for SDC teachers utilizing core curriculum.
- Provide (through our math TOSA) targeted professional development for teachers around integrated English Language Development supports.
- Hire a District Teacher on Special Assignment (TOSA)/coach with special education and general education experience to support teachers in their implementation of math resources.

- Create an Inclusive Practices Collaborative team to delve into improving our efforts around inclusive practices for students who receive special education services.

Additionally, we will be providing targeted support (clearly outlined in Goal 5) to Socio-economically Disadvantaged students, Foster Youth, and EL students through Response to Intervention programs for ELA and math at all 10 schools.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

All Newhall School District students will be taught by a properly credentialed teacher, have access to standards-aligned instructional materials, and attend class in school facilities that are kept in good repair during the 2018-19 school year.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards
Local Priorities: Rate of teacher misassignments, student access to standards-aligned instructional materials, school facilities in good repair

Annual Measurable Outcomes

	Expected	Actual
Teacher assignment	**2018-19** Maintain 100% correct teacher assignment based on staffing assignments from Human Resources	100% correct teacher assignments based on staffing assignments from Human Resources
Maintain school facilities	**2018-19** Maintain zero Williams complaints to Governing Board	Maintained zero Williams complaints to the Governing Board.
Aligned instructional materials	**2018-19** Utilize CCSS-aligned ELA, mathematics, and other content instructional materials and resources in 100% of the classrooms.	100% of classrooms used CCSS-aligned ELA, mathematics and other content specific instructional materials and resources.

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
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Train new teachers on the CCSS-aligned ELA/ELD and math curriculum.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools Trained new teachers on adopted CCSS aligned ELA/ELD curriculum (Benchmark Advance) in grades TK-6 and trained all new teachers on Bridges/CPM math resources.	$75,000 - Other State Revenues - 1000-1999 Certificated Salaries - Inst Staff Dev Lottery Training on ELA/ELD materials $5,000 - Other State Revenues - 4000-4999 Books and Supplies - Supplemental Materials-Restricted Lottery funding $14,737 - Other State Revenues - 3000-3999 Employee Benefits - Inst Staff Dev Lottery benefit costs	$0 - Other State Revenues - 1000-1999 Certificated Salaries $5,000 - Other State Revenues - 4000-4999 Books and Supplies $0 - Other State Revenues - 3000-3999 Employee Benefits

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Commence process of committee inspection of available Next Generation Science Standards (NGSS)-aligned science instructional materials for grades K-6 through the NGSS Implementation Committee.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools The Science Instructional Coaches have attended materials fairs put on by the County Offices of Education. This information was not brought to the NGSS Implementation Committee this year as not all grade levels have engaged in their NGSS training.	$2,880 - Other State Revenues - 1000-1999 Certificated Salaries - Inst Staff Dev Lottery Committee to review pilot $566 - Other State Revenues - 3000-3999 Employee Benefits - Inst Staff dev Lottery Benefits extra hourly	$1,104 - Other State Revenues - 1000-1999 Certificated Salaries $217 - Other State Revenues - 3000-3999 Employee Benefits

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Provide on-line instructional materials	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools Provided on-line reading instructional	$65,130 - Other State Revenues - 4000-4999 Books and Supplies - Restricted Lottery Subscription to one year Reading A-Z; one year Razz Kids;one year Safari Montage	$52,658 - Other State Revenues - 4000-4999 Books and Supplies

resources at all 10 schools. Resources designed to support differentiation to meet the needs of all students.	materials resources at all 10 schools for students in K-2. Resources designed to support differentiation to meet the needs of all students. Additionally teachers were provided access to Safari Montage to support student engagement in the classroom through classroom videos connected to core curriculum.		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Human Resources Department will review assignment monitoring and reporting system to ensure 100% of the teachers are properly credentialed.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools Human Resources Department reviewed assignments g and reported that 100% of the teachers were properly credentialed.	$0 - LCFF - 2000-2999 Classified Salaries - No additional costs as this is part of the Certificated Human Resources Technician's job responsibilities.	$0

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Quarterly monitoring and reporting to the Governing Board on the Williams Act report from the Executive Assistant to the Superintendent.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools Monitored and reported to the Governing Board regarding the Williams Act report by the Executive Assistant to the Superintendent on a quarterly basis	$0 - LCFF - 2000-2999 Classified Salaries - No additional cost as this is part of the job description of the Executive Assistant to the Superintendent.	$0

Analysis

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

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

Newhall School District continuously strives to hire the very best teachers while continuing to invest in the on-going professional development of all certificated staff. All new teachers (100%) are provided with two days of training prior to the start of school in our core programs. During the initial implementation year of the new ELA curriculum, the Governing Board had the foresight to financially support hiring two ELA/ELD Teachers on Special Assignment (TOSA) to provide training to new and veteran teachers beyond the basic initial training that comes with a typical adoption process They have been meeting with teacher teams throughout the 2018-19 school year assisting them with standards based planning with core curriculum. Our math instructional coach has engaged in similar work with new teachers and veteran teachers. Our Next Generation Science coaches have taken the next step in exploring materials recommended for adoption and are analyzing which we might consider to bring to the NGSS Implementation

committee for the 2019-20 year.

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

Newhall School District continues to attract and retain high quality teaching staff which is evidenced by the District having the highest CAASPP scores in ELA and math at all grade levels in the Santa Clarita Valley. Site and District administrators are impressed with the sophistication of the teaching practices of our teachers as they implement the Newhall School District Best Practices in ELA and math. As is the case each year, all of Newhall's teachers are properly credentialed. The NGSS committee met four times during the year to dig deeper into the instructional shifts for teaching science under the NGSS lens. A key product that is in development from this committee is the creation of the NGSS Best Practices in Grades K-2 to align with the Grades 3-5 document created during the 2017-18 year. This teacher developed tool helps to guide science instruction across all schools

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Cost of new teacher and ongoing training (Action 1) was charged to Title II. The awareness of new NGSS materials did not extend to the Science committee as initially planned and just the Science Tosas attended materials fairs and adoption trainings which lowered the cost in that area. Declining enrollment reduced the number of online subscriptions for classroom support materials.

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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

There are no changes to this goal .

Goal 2

Instruct and assess students in grades TK-6 based on all California State Academic Standards and English Language Development standards during the 2018-19 school year.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access
Local Priorities: Implementation of academic content and performance standards for all students as adopted by the State Board of Education

Annual Measurable Outcomes

Expected	Actual
Implementation of state standards2018-19 Instruct and assess students in grades TK-6based on California Common Core State Standards (CCSS), state content standards, and English language development standards based on teacher survey data.Increase each area by 5% until at 100%	Instructed and assessed students in grades TK-6 based on California Standards and English Language Development standards. Increased level of implementation of Common Core State Standards each area by an average of 5%. The area with the lowest rating is Social Studies state content standards.
District benchmark assessments 2018-19 Increase by at least 3 percentage points on each assessment based on data from EADMS. 100% of teachers will meet 200 minutes of PE instructional minutes every ten days.	Increased by an average of 1 % on math assessments. and 3% on ELA assessments. 100% of teachers taught 200 minutes of PE every ten days.

10

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
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Provide and maintain required areas of study for: *English-language arts *Mathematics *Science/Health *History/Social Science *Physical Education *Visual and Performing Arts	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools Provided and maintained required areas of study for: *English-language arts *Mathematics *Science/Health *History/Social Science *Physical Education *Visual and Performing Arts	$21,854,576 - LCFF - 1000-1999 Certificated Salaries - All components of the base instructional program excluding special education $6,397,385 - LCFF - 2000-2999 Classified Salaries - All components of the base instructional program excluding special education $8,664,688 - LCFF - 3000-3999 Employee Benefits - All components of the base instructional program excluding special education	$25,469,949 - LCFF - 1000-1999 Certificated Salaries $6,576,836 - LCFF - 2000-2999 Classified Salaries $9,492,298 - LCFF - 3000-3999 Employee Benefits

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Provide all teachers long-term sustainable support in implementing the Common Core State Standards in math and technology integration. The Newhall School District will continue with a math coaching position (Teacher on Special Assignment [TOSA]). The TOSAs will be responsible for: 1. Supporting the implementation of the Bridges and CPM math curriculum. 2. Deepening teacher knowledge of the standards by helping teachers "unpack" standards 3. Modeling lessons that integrate the instructional shifts and research based instructional practices. 4.	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools During the 2018-19 school year, one math coach worked at the five Title 1 school sites working with teachers in the following areas: : 1. Supported the implementation of the Bridges and CPM math curriculum. 2. Deepened teacher knowledge of the standards by helping teachers "unpack" standards 3. Modeled lessons that integrate the instructional shifts and research based instructional practices. 4. Coached teachers to: -Be a facilitator of learning -Maximize the use of academic discourse -Utilize formative assessment data -Create a 21st Century Classroom	$89,039 - LCFF - 1000-1999 Certificated Salaries - Supplemental 2.0 FTE Teacher on Special Assignment(TOSA) $25,549 - LCFF - 3000-3999 Employee Benefits - Supplemental 2.0 FTE Math TOSAs Benefits	$86,811 - LCFF - 1000-1999 Certificated Salaries $25,111 - LCFF - 3000-3999 Employee Benefits

Coaching teachers to: -Be a facilitator of learning -Maximize the use of academic discourse -Utilize formative assessment data -Create a 21st Century Classroom using Collaboration, Critical Thinking, Creativity, and Communication 5. Creating systems for analyzing assessment data	using Collaboration, Critical Thinking, Creativity, and Communication 5. Creating systems for analyzing assessment data . There was a particular emphasis on the instructional outcomes of English Learners, Students with Disabilities and Foster Youth at these school sites when engaged in planning and data analysis.		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools, Specific Grade Spans: 6th Grade New 6th grade teachers will work with District math coaches to gain deeper math content training through standards alignment training. Teachers will spend time during the course of the year unwrapping standards for upcoming chapters, examining formative assessments, and then taking actions to support struggling learners.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools, Specific Grade Spans: 6th Grade New 6th grade teachers did work with the District math coach in developing a deeper understanding of the math content of the grade level. Time was spent in 1-1 coaching focused on standards based instruction, use of instructional strategies, formative assessments and supporting struggling students.	$9,999 - Other State Revenues - 1000-1999 Certificated Salaries - Inst Staff Dev Lottery-extra duty hourly teacher costs $1,965 - Other State Revenues - 3000-3999 Employee Benefits - Inst Staff Dev Lottery-CPM training benefits extra duty	$2,168 - Other State Revenues - 1000-1999 Certificated Salaries $426 - Other State Revenues - 2000-2999 Classified Salaries

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Provide students with access to required consumable materials for continued implementation of Bridges and CPM resources.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools Provided students with access to required consumable materials for continued second year implementation of Bridges and CPM resources.	$50,000 - Other State Revenues - 4000-4999 Books and Supplies - Rest Lottery Consumable math materials	$77,791 - Other State Revenues - 4000-4999 Books and Supplies

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement**	$20,440 - Other State Revenues - 1000-1999 Certificated Salaries - Inst	$40,320 - Other State Revenues - 1000-1999 Certificated Salaries

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Provide teachers long term sustainable support in implementing the upcoming Next Generation Science Standards (NGSS) and technology integration in classroom and science labs. The Newhall School District will retain two Teacher on Special Assignment (TOSA) positions to lead the District planning and implementation on the Next Generation Science Standards in grades 1-5 during the 2017-18 school year. One position will support primary teachers and one position will support upper grade teachers. The TOSA will be responsible for: 1. Implementing a District-wide K-6 NGSS framework 2. Training and supporting science curriculum specialists at all school sites 3. Modeling lessons that integrate the instructional shifts 4. Coaching teachers to: -Be a facilitator of Learning -Maximize the use of Academic Discourse -Utilize formative assessment data -Create a 21st Century Classroom using Collaboration, Critical Thinking, Creativity, and Communication 5. Creating systems for analyzing assessment data 6. Leading review of potential NGSS aligned resources	Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Location: All Schools Two Science coaches, provided teachers long term sustainable support in implementing the upcoming Next Generation Science Standards (NGSS). Depending upon grade level , teachers attended Year 1 beginning level trainings, Year 2 or Year 3. All workshops were led by the two Teachers on Special Assignment (Science coaches) position who co- lead the District planning and implementation on the Next Generation Science Standards. There is a particular focus on the needs of English Learners, Students with Disabilities and Foster Youth. Working together they are responsible for : 1. Implementing a District-wide K-6 NGSS framework 2. Training and supporting science technicians at all school sites 3. Modeling lessons that integrate the instructional shifts 4. Coaching teachers to: -Be a facilitator of Learning -Maximize the use of Academic Discourse -Utilize formative assessment data -Create a 21st Century Classroom using Collaboration, Critical Thinking, Creativity and Communication.	Staff Dev Lottery One full day and two half-day trainings for 1st, 2nd and 4th grade teachers; 2 1/2 day trainings for 5th grade teachers with District science coach $4,016 - Other State Revenues - 3000-3999 Employee Benefits - Inst Staff Dev Lottery NGSS PD Benefits $179,952 - LCFF - 1000-1999 Certificated Salaries - Supplemental 2 FTE Teacher on Special Assignment (TOSA) $51,467 - LCFF - 3000-3999 Employee Benefits - Supplemental Science TOSA Benefits	$7,922 - Other State Revenues - 3000-3999 Employee Benefits $136,291 - LCFF - 1000-1999 Certificated Salaries $44,852 - LCFF - 3000-3999 Employee Benefits

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: Schoolwide Location: Specific Schools: McGrath, Newhall, Old Orchard, Peachland, and Wiley Canyon Provide teachers at **all** schools long-term support in implementing the ELA Common Core State Standards and the English Language Development Standards. The Newhall School District will retain two English Language Development/Literacy coaching positions (Teacher on Special Assignment	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners Scope of Service: Schoolwide Location: Specific Schools: McGrath, Newhall, Old Orchard, Peachland and Wiley Canyon The two ELD/ELA Literacy coaches worked with all teachers who had English Learners in their classes as well as maintaining a focused level of support at the Title 1 sites where the majority of the students attend. In this role, they provided workshops on Designated and Integrated ELD, Shadowed ELD students to	$176,204 - LCFF - 1000-1999 Certificated Salaries - Supplemental 2.0 FTE ELD TOSA $52,963 - LCFF - 3000-3999 Employee Benefits - Supplemental 2.0 FTE ELD TOSA Benefits	$186,661 - LCFF - 1000-1999 Certificated Salaries $46,931 - LCFF - 3000-3999 Employee Benefits

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
[TOSA]). The TOSA will be responsible for: 1. Supporting the implementation of the new ELA/ELD curriculum. 2. Deepening teacher knowledge of the standards by helping teachers "unpack" standards 3. Modeling lessons specifically geared towards Integrated and Designated ELD supports aligned to research based instructional practices. 4. Coaching teachers to: -Be a facilitator of learning -Maximize the use of sentence stems and academic discourse -Utilize formative assessment data -Create a 21st Century Classroom using Collaboration, Critical Thinking, Creativity, and Communication 5. Creating systems for analyzing assessment data	determine student needs and supported as follows with teacher teams: Supported the implementation of the new ELA/ELD curriculum. 2. Deepened teacher knowledge of the standards by helping teachers "unpack" standards 3. Modeled lessons specifically geared towards Integrated and Designated ELD supports aligned to research based instructional practices. 4. Coached teachers to: -Be a facilitator of learning -Maximize the use of sentence stems and academic discourse -Utilize formative assessment data -Create a 21st Century Classroom using Collaboration, Critical Thinking, Creativity, and Communication 5. Creating systems for analyzing assessment data.		

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Implement the use of STEMscopes, the NGSS-aligned curriculum, in TK, Kindergarten,1st and 2nd grade classrooms to support the transition to and implementation of the Next Generation Science Standards. Continue to use STEMscopes in 3rd, 4th, and 5th grade.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools Teachers in grades TK-3 were given access to STEMScopes and used the resource with science units. Teachers in grades 3-5 continue to use this resource.	$62,618 - Other State Revenues - 4000-4999 Books and Supplies - Rest Lottery Purchase of STEMscopes for each 1st, 2nd, 3rd, 4th and 5th grade student. Cost is $5.95 per student plus ordering consumables and resources for each 1st and 2nd grade teacher and $100 for each 3rd, 4th and 5th grade teacher.	$60,236 - Other State Revenues - 4000-4999 Books and Supplies

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Continue to provide all students opportunities to engage in inquiry-based science learning aligned to the Next	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Location: All Schools Students at all sites were able to engage in hands-on , inquiry based learning in the science labs staffed by science	$194,605 - LCFF - 2000-2999 Classified Salaries - Supplemental 7.5 FTE Curriculum specialist salary $109,910 - LCFF - 3000-3999 Employee Benefits - Supplemental 7.5 FTE Science Curriculum Specialist Benefits	$166,207 - LCFF - 2000-2999 Classified Salaries $52,741 - LCFF - 3000-3999 Employee Benefits

Generation Science Standards in the science labs with science lab technicians at all 10 school sites.	technicians.

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Continue to provide increased access to arts education at all schools for grades 3-6 with the addition of a second District-wide art teacher.	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Continued to provide increased access to arts education at all schools for grades 3-6 with the addition of a second District-wide art teacher.	$89,039 - LCFF - 1000-1999 Certificated Salaries - Supplemental 1.0 FTE Art Teacher salary $25,549 - LCFF - 3000-3999 Employee Benefits - Supplemental 1.0 FTE Art Teacher benefits	$95,686 - LCFF - 1000-1999 Certificated Salaries $26,708 - LCFF - 3000-3999 Employee Benefits

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools In coordination with the new Arts for All Plan and some matching funds, implement discipline specific expansion of dramatic theatre by incorporating theatre residencies at all 10 schools in 5th grade. Continue to implement discipline specific expansion of dance by incorporating Hip Hop dance at all 10 schools in 6th grade.	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools As outlined in the Arts for All Plan, all 5th grade students participated in integrated theater residencies focused on NGSS science and theater standards. All 6th grade students participated in Hip Hop residencies. Feedback from students and staff was overwhelmingly positive.	$102,415 - LCFF - 5000-5999 Services and Other Operating Expenses - Supplemental dance contracts	$86,900 - LCFF - 5000-5999 Services and Other Operating Expenses

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as	**For Actions/Services not included as**	$7,000 - Other State Revenues - 5000-5999	$5,738 - Other State Revenues - 5000-5999

		Services and Other Operating Expenses - Inst Staff Dev Lottery Kennedy Arts contract	Services and Other Operating Expenses

contributing to meeting Increased or Improved Services Requirement

Students to be Served: All

Location: All Schools

Expand Kennedy Arts and TEAL (program for arts integration in the core curriculum) training to a new cohort of teachers.

contributing to meeting Increased or Improved Services Requirement

Students to be Served: All

Location: All Schools

Expanded Kennedy Arts to 15 additional teachers during 2018-19 cohort trainings and provided 2 TEAL (program for arts integration in the core curriculum) trainings to NSD teachers.

Services and Other Operating Expenses - Inst Staff Dev Lottery Kennedy Arts contract
$3,230 - Other State Revenues - 1000-1999 Certificated Salaries - Inst Staff Dev Lottery extra hourly salary for trainers and attendees
$635 - Other State Revenues - 3000-3999 Employee Benefits - Inst Staff Dev Lottery Benefits for extra hourly
$1,135 - Other State Revenues - 4000-4999 Books and Supplies - Inst Staff Dev Lottery Training supplies

Services and Other Operating Expenses
$3,992 - Other State Revenues - 1000-1999 Certificated Salaries
$784 - Other State Revenues - 3000-3999 Employee Benefits
$263 - Other State Revenues - 4000-4999 Books and Supplies

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Revise District ELA and math assessments to ensure continued alignment with Common Core State Standards.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools Revised District ELA (grades K-2) and math (grade 6) assessments to ensure continued alignment with Common Core State Standards	$2,016 - Other State Revenues - 1000-1999 Certificated Salaries - Inst Staff Dev Lottery 9 extra duty hours per grade level $396 - Other State Revenues - 3000-3999 Employee Benefits - Inst Staff Dev Lottery benefits for extra duty hours	$0 - Other State Revenues - 1000-1999 Certificated Salaries $0 - Other State Revenues - 3000-3999 Employee Benefits

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Provide additional professional development for curriculum specialists and guest teachers in ELA, Math CCSS, and Next Generation Science Standards.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools School sites moved from curriculum specialists to part time credentialed teachers. These teachers were invited to attend workshops alongside the full time grade level teachers. in , Math and ELA/ELD. At school sites , instructional coaches in Math, ELA/ELD and Science provided support based upon requests from the principal. Guest teacher training	$8,400 - Other State Revenues - 1000-1999 Certificated Salaries - Inst Staff Dev Lottery 4 half-day trainings for 35 teachers $1,651 - Other State Revenues - 3000-3999 Employee Benefits - Inst Staff Dev Lottery Benefits for half day trainings	$0 - Other State Revenues - 1000-1999 Certificated Salaries $0 - Other State Revenues - 3000-3999 Employee Benefits

	is planned for the beginning of the school year.		

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement

Students to be Served: Students with Disabilities

Location: All Schools

Develop a comprehensive Professional Development plan for Student Support Services to support SDC and RSP student access to core curriculum in math and ELA.

Provide professional development to SDC and RSP teachers based upon feedback from teachers.

Provide regular meeting times for all SDC and RSP teachers to collaborate with Student Support Service and as a District Professional Learning Community. | **For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement**

Students to be Served: Students with Disabilities

Location: All Schools

Teachers of Students with Disabilities participated in specific math content training and engaged with ELA/ELD Literacy coaches to meet their students' needs. Regular meetings were held with Student Support Services staff and opportunities to collaborate as Professional Learning Community were also provided on a regular basis. | $13,800 - Other State Revenues - 1000-1999 Certificated Salaries - nst Staff Dev Lottery extra hourly for trainers and attendees for PD
$2,712 - Other State Revenues - 3000-3999 Employee Benefits - Inst Staff Dev Lottery Benefits for extra hourly for PD | $0 - Other State Revenues - 1000-1999 Certificated Salaries
$0 - Other State Revenues - 3000-3999 Employee Benefits |

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 California School Dashboard, as applicable.

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

The District has been able to maintain District coaching positions (Teachers on Special Assignment) who have supported teachers at school sites all year in the areas of math and English Language Development supports. Coaches are assigned a specific day of the week work at the various schools. Each week they report to a school where they work with teachers across all grade levels. The focus this year for the math coach has been to support teachers in deepening their knowledge of the standards and tighter alignment of the math programs. The two ELA/ELD coaches have supported teachers in deepening the implementation of our new ELD/ELD curriculum (Benchmark Advance) and ensuring that our English Learner students are receiving 30 minutes of daily designated language development support aligned to the California ELD standards. The District has been able to expand the District science coach position to two coaches who has helped develop an implementation plan for the new Next Generation Science Standards (NGSS). The focus during this school year has been on grades K-2, and continuing work in grades 3-5. . In all of these coaching opportunities there is a focus on eliminating the achievement gap and so a particular focus on student groups is present. This year there was a strong focus on English Learners and Students with Disabilities as well as Foster Youth.   As a system, Newhall School District strives for continuous improvement. A key factor in this process is teacher collaboration and the use of formative and summative data during minimum day release time every Friday. This included the additional planned collaboration and professional development time spent with teachers of students with disabilites. This year the district revised the foundational skills assessments in grades K-2 and in 6th grade math to more tightly align with the rigor of CAASPP.

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

As a system our assessments directly align to research based math and ELA curriculum and the standards. Teachers have provided feedback on alignment throughout the year and adjustments have been made by the District. On district ELA and math assessments in grades 1-6 the performance gap continues to exist in academic tasks . Transferability and application of language proficiency remains an issue for English Learners . but teachers are working intentionally with their teams and our District coaches to provide additional time and support for students who need more

support in this and other areas. The math assessments have been revised this year in Grade 6 to increase the rigor to better prepare students for the CAASPP.

Grade	16-17 ELA Gap	17-18 ELA Gap	18-19 ELA Gap	16-17 Math Gap	17-18 Math Gap	18-19 Math Gap
1	EL-10%	EL-13%	EL-12%	EL-4%	EL-2%	EL-8%
2	EL-6%	EL-11%	EL-9%	EL-6%	EL-9%	EL-6%
3	EL-16%	EL-11%	EL-20%	EL-10%	E:-10%	EL-14%
4	EL-15%	EL-20%	EL-21%	EL-11%	EL-15%	EL-18%
5	EL-18%	EL-22%	EL-23%	EL-12%	EL-13%	EL-16%
6	EL-21%	EL-21%	EL-21%	EL-17%	EL-21%	EL-10%

Science coaches successfully worked with all teams as planned in the focused NGSS implementation. 90% of respondents said that professional development for teachers of students with disabilities was positively impactful in student learning and 87% shared that the collaboration was impactful in student learning.

In educating the whole child, all stakeholder referenced the positive outcomes of the art residencies and requested expansion as funds allowed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.
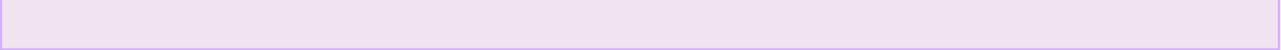
Some materials and consumable manipulatives were higher than expected causing an increase in spending. Personnel costs were also increased following a contract settlement after the start of the fiscal year. The ratio of science lab technicians to the existing curriculum specialists increased so personnel costs for them went down as that position was less costly.. Guest teacher training did not take place this 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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

There are no changes in the goal but there are changes in some actions and some new goals added based upon our needs analysis and stakeholder feedback. Goal 2 , Action 3 has been modified due to the recent notification of the resignation of the math coach. We are currently evaluating next steps for that position but are putting in place supportive structures for new teachers in 6th grade. Goal 2 Action 4 has been expanded to included additional consumable resources from our ELA series Benchmark.   Goal 2 Action 6 is modifying the sites for the ELA/ELD literacy coaches . They will now be only at the sites with the highest concentration of English learners and low performing students. (Title 1 sites). Goal 2 Action 7 and 8 are expanding their original action. In Action 7 we have added Mystery Science as an additional resource for our NGSS units of instruction and in Action 11 we are adding support for arts integration with the addition of a new teacher leadership committee , the arts collaborative. With the request from stakeholders the arts residencies will be enhanced to 4th grade for the 2019-20 year. (Goal 2 Action 10)

In addition, several new actions have been added. Actions 15, 16, 17 and 18 . All of these actions have been placed in the LCAP as a result of stakeholder feedback. The addition of a TOSA focused on SWD (Goal 2 Action 15)will specifically work with content coaches to ensure that all students have access to grade level standards. The core aligned supplemental curriculum designed to ensure SWD access to the same core standards based lessons (Goal 2 Action 16) was recommended by both parents and teachers. With this focus on the needs of our SWD we have also decided to create an inclusive collaborative which is modeled after our successful EL collaborative , a group of teachers and administrators and parents who will work together in recommend and support implementing best practices across the district (Goal 2 Action 17). Finally, Goal 2 Action 18 was added due to the overwhelming need of the pre-school for support in meeting the needs of their students.

 We are expecting that our CAASPP scores in grades 3-6 for both math and ELA will increase by at least 3 percentage points at each grade level. This work connects to our local indicator for implementation of the academic content and performance standards (LCFF State Priority 2 Evaluation Rubric).

Goal 3

On the 2018-19 California Assessment of Student Performance and Progress (CAASPP), the percentage of students who meet/exceed standards will increase by 3 percentage points at grades 3 and 6 in ELA and 5 percentage points in math. In Grade 1, the percentage of students who attain proficiency on the District reading and math fluency assessment will increase by at least 3 percentage points.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access
Local Priorities: Standardized test results, API

Annual Measurable Outcomes

Expected		Actual
1st Grade Reading Fluency Assessment	**2018-19** The percentage of students in grade 1 demonstrating proficiency on the district reading fluency assessment will be at least 83%	The percentage of students who demonstrated fluency on district fluency assessment is 72% .
CAASPP Data in Grades 3 & 6	**2018-19** On the California Assessment of Student Performance and Progress, the number of students who attain proficiency will increase by 3 percentage points from prior year data at grades 3 and 6 in ELA and 5 percentage points in math.	On the California Assessment of Student Performance and Progress, in ELA , in grade 3, there was a 3% increase in student proficiency from the prior year in ELA and a 1% in Math. In grade 6, there was a 3% decrease in ELA and a 1% increase in math.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Utilize data analysis io education software (EADMS)to inform instruction and identify needs.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools Utilized data analysis software (IO education) to inform instruction and identify needs. The Interim assessments in ELA were created in IO education to replicate the experience of students taking the CAASPP in grades 3-6 and used for District benchmark assessments each trimester in ELA. All District benchmark assessments in math were taken on-line by students in grades 3-6 as well.	$45,625 - Other State Revenues - 5000-5999 Services and Other Operating Expenses - Rest Lottery Data analysis software	$48,969 - Other State Revenues - 5000-5999 Services and Other Operating Expenses

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Limited to Unduplicated Student Group(s) Location: Specific Schools: TBD based on unduplicated pupil counts Continue to provide additional assistant principal time to support assessment implementation, data analysis and tiered-intervention progress monitoring systems, specifically targeting unduplicated students at each site.	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Limited to Unduplicated Student Group(s) Location: Specific Schools: Wiley Canyon, Peachland, Old Orchard Provided additional assistant principal time to support assessment implementation, data analysis and tiered-intervention progress monitoring systems, specifically targeting unduplicated students at each site.	$141,755 - LCFF - 1000-1999 Certificated Salaries - Supplemental 1.48 FTE assistant principal $38,630 - LCFF - 3000-3999 Employee Benefits - Supplemental Benefits for 1.48 FTE Assistant Principal	$152,600 - LCFF - 1000-1999 Certificated Salaries $46,762 - LCFF - 3000-3999 Employee Benefits

Action 3

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Principals and Assistant Principals will engage in our third year of learning around our Partnership for Excellence. Through this work, all participants will engage in two inquiry cycles. Each school site will have an Instructional Leadership Team (ILT) that will support RTI implementation and help build capacity around the the cycle of inquiry work. Each ILT will participate in 4 full-day training sessions with our consultant from the Center for Educational Leadership.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools Principals and Assistant Principals engaged in our third year of learning around our Partnership for Excellence work with the Center for Educational Leadership. Through this work, all participants engaged in two inquiry cycles around an area of focus to best support increased student achievement while striving to eliminate the achievement gap for various student groups. While each site had their own area of focus, collectively as a district we explored best practices with English Learners and engaged in learning walks and analysis of practice with this group of students. School sites continued to work with teacher leaders on their Instructional Leadership Team which supported RTI implementation and helped build capacity around the the inquiry cycles.	$13,440 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses - Title II CEL Contract 2 days $19,200 - Federal Revenues - Title II - 1000-1999 Certificated Salaries - Title II Sub costs for training for admin and teachers $3,773 - Federal Revenues - Title II - 3000-3999 Employee Benefits - Title II benefits for release time for admin and teachers for Instructional Leadership training	$5,605 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses $8,563 - Federal Revenues - Title II - 1000-1999 Certificated Salaries $1,683 - Federal Revenues - Title II - 3000-3999 Employee Benefits

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Students with Disabilities Location: All Schools Provide three full days of math content training for all SDC and RSP teachers with Solution-Tree consultant.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: Students with Disabilities Location: All Schools SDC and RSP teachers were provided 3 full days of math content training with Solution-Tree consultant.	$10,080 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses - Math Content Training for all SDC & RSP Teachers	$14,213 - Federal Revenues - Title II - 4000-4999 Books and Supplies

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Students with Disabilities Location: All Schools	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: Students with Disabilities Location: All Schools	$10,800 - Federal Revenues - Title II - 1000-1999 Certificated Salaries - Targeted Core Curriculum Training for SDC & RSP Teachers $2,122 - Federal Revenues - Title II - 3000-3999	$0 - Federal Revenues - Title II - 1000-1999 Certificated Salaries $0 - Federal Revenues - Title II - 3000-3999 Employee Benefits

Utilizing our ELA/ELD TOSAs, provide targeted professional development for SDC and RSP teachers in teaching core curricula.	As requested by principals at school sites, ELA/ELD instructional coaches provided professional development /in class coaching to support their use of core curricula.	Employee Benefits - Targeted Core Curriculum Training for SDC & RSP Teachers		

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 California School Dashboard, as applicable.

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

During new teacher orientation training, all teachers were provided an overview of how to use the io education (EADMS) system to access data and create formative assessments. Additionally, follow-up and refresher trainings were available for all teachers to attend throughout the year. Additional Assistant Principal time is allocated based upon unduplicated pupil counts at sites. This increase of AP time allowed all sites to fully participate in the cycle of inquiry on their campuses and for the Instructional Leadership Team teachers to fully engage in this work alongside their site administrators. Feedback on the math content training for teachers who work with Students with Disabilities revealed that they felt a next step was someone who could fully assist them in implementing what they were learning in the classroom.with their student population (New action Goal 2 Action 15) The ELA/ELD TOSAs worked with some SDC teachers in planning lessons using core curriculum.

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

As a system we saw an increase use in teachers accessing data from EADMS during PLC time as well as site administrators pulling data for teachers to review. With the implementation of designated ELD time, more emphasis was placed on looking at comparative data for English Learner v s English Only students. . With the increase of Instructional Leadership and support at sites, Principals and Assistant Principals were able to fully engage in a third year of learning around our Partnership for Excellence work with the Center for Educational Leadership (University of Washington). Through this work, all participants engaged in two inquiry cycles based on an area of focus to increase student achievement for under-performing student group. This extra time also allowed for ongoing support of teacher leadership through the Instructional Leadership Team model .

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Three new Assistant Principals were hired and the cost was a little higher due to experience. SDC/RSP teachers did meet with the ELA/ELD Tosas but the work was embedded into the school day and did not require additional costs.

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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

The goals, outcomes, metrics and actions will continue with three modifications. Assistant Principal time will be reduced due to declining enrollment. The focus of the work will remain the same . (Goal 3 Action 2) The inquiry work that we will engage in will not require sessions of professional learning for school sites so that component has been removed from the new year (Goal 2 Action 3) The 3 days of math content training will not be repeated. The 2018-19 school year was the 4th year of content training and math coaching and it has been determined that this has provided teachers with the support necessary to teach math successfully. (Goal 3 Action 4). We have added a new action , Goal 3 Action 6 as a result of feedback and our work on eliminating the achievement gap. This professional learning on equity was recommended by various stakeholders as a next step for our district.

Goal 4

The Newhall School District will:

- accelerate English Learners' progress toward proficiency by meeting District reclassification criteria no later than 6th grade
- establish proficiency levels for English Learners as measured by the English Language Proficiency Assessments for California (ELPAC)
- reduce the percentage of long-term English Learners by 5 percentage points
- increase District-wide reclassification rate by 5 percentage points
- eliminate the achievement gap on District assessments

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement
Local Priorities: Standardized test results, on-time progress of ELs toward English proficiency, EL reclassification rate, API

Annual Measurable Outcomes

Expected	Actual

District Benchmark Assessments **2018-19**
EL performance gap versus EO students will be no more than 10% on all grade level District Benchmark Assessments.

Grade	18-19 ELA Gap	18-19 Math Gap
1	EL-12%	EL-8%
2	EL-9%	EL-6%
3	EL-20%	EL-14%
4	EL-21%	EL-18%
5	EL-23%	EL-16%
6	EL-21%	EL-10%

ELPAC **2018-19**
45% of all EL students will reach the Expanding level on their annual ELPAC.

53% of English Learners were at the Expanding level on the ELPAC. Looking at the baseline data on the dashboard for the first summative ELPAC , the students outcomes were the following:

36.1% were well developed (4)

37.9% were moderately developed (3)

15.9% were somewhat developed (2)

10% were beginning stage (1)

Long Term EL Students **2018-19**
The percentage of long-term EL students will be under 19%.

During the 2018-19 school year 10% (17/168 grade 6 students.) of the students were designated as long term English Learners (LTEL).

EL reclassifcation rate **2018-19**
The EL reclassification rate will be at least 25%.

There were 627 English Learner students in grades 4-6. . 104 were reclassified as they met the district reclassification criteria. This is approximately 16.5% .

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
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: Limited to Unduplicated Student Group(s) Location: All Schools Identify an English Learner Lead Teacher at each school site to participate on District EL committee and provide supports to sites on the following: • Understanding grade level EL standards • Implementing Integrated and Designated ELD • Understanding ELPAC data reports and using them for instructional purposes • Using language objectives and the standards to plan instruction • Grouping English Learners for instruction • Progress monitoring of English Learners • Implementing the reclassification process • Aligning GLAD strategies to the standards	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners Scope of Service: Limited to Unduplicated Student Group(s) Location: All Schools English Learner Lead Teachers supported each school site to on the following: Understanding grade level EL standards; Integrated and Designated ELD; Creating language objectives for all grade levels for use during Designated ELD instruction; Using language objectives and the standards to plan instruction; Grouping English Learners for instruction The process of reclassification. They assisted with ELPAC training at their sites., and engaged in learning walks observing and providing feedback on Designated ELD lessons.	$11,200 - LCFF - 1000-1999 Certificated Salaries - ELD Lead Teacher extra hourly salary $2,201 - LCFF - 3000-3999 Employee Benefits - Title III ELD Lead Teacher Benefits	$9,480 - LCFF - 1000-1999 Certificated Salaries $1,863 - LCFF - 3000-3999 Employee Benefits

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: Schoolwide Location: Specific Schools: McGrath, Newhall, Old Orchard, Peachland, and Wiley Canyon Provide all teachers further training on the	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners Scope of Service: Schoolwide Location: Specific Schools: McGrath, Newhall, Old Orchard, Peachland, and Wiley Canyon Teachers attended 3 half-days of training	$15,000 - Other State Revenues - 1000-1999 Certificated Salaries - Inst Staff Dev LotteryTeacher substitutes $2,947 - Other State Revenues - 3000-3999 Employee Benefits - Inst Staff Dev Lottery Benefits for sub teachers	$13,020 - Other State Revenues - 1000-1999 Certificated Salaries $2,558 - Other State Revenues - 3000-3999 Employee Benefits

ELD standards and deepen their understanding on integrated and designated supports (additional instructional support). Training provided by the EL consultant from the Center for Educational Leadership and the District EL Teachers on Special Assignment (TOSAs) to help accelerate language acquisition and reading proficiency.	on the ELD standards, Designated and Integrated ELD, and the importance of student voice and equity of time in discussions.		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: Limited to Unduplicated Student Group(s) Location: All Schools Assess incoming English Learner Kindergarten students prior to the start of school with a District Support Team model using the ELPAC to maximize student learning time based on initial data. District Support Team will conduct the listening and speaking assessment for all students on their annual assessment.	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners Scope of Service: Limited to Unduplicated Student Group(s) Location: All Schools Assessed all incoming English Learner kindergarten students at the start of school with a District Support Team model using the ELPAC to maximize student learning time based on initial data. This was a variation on the initial but necessary dur to the first time implementation of the ELPAC initial test District Support Team will conduct the listening and speaking assessment for all students on their annual assessment.	$12,537 - LCFF - 1000-1999 Certificated Salaries - Supplemental Teacher substitute costs $2,463 - LCFF - 3000-3999 Employee Benefits - Supplemental -Benefits for teacher substitute costs	$10,928 - LCFF - 1000-1999 Certificated Salaries $2,147 - LCFF - 3000-3999 Employee Benefits

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: LEA-wide Location: All Schools All new teachers complete GLAD certification training in their first two years in the District and attend GLAD monthly meetings. Teachers with prior GLAD training will be encouraged to attend GLAD refresher trainings.	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners Scope of Service: LEA-wide Location: All Schools GLAD certification training was not held this year due to low numbers of new teachers in year 1 . It is scheduled to take place in 2019-20. Teachers with prior GLAD trainings attended GLAD refresher trainings which were held 5 times over the school year. Average attendance at these were 15 attendees.	$25,073 - Federal Revenues - Title II - 1000-1999 Certificated Salaries - Title II Teacher hourly extra duty $4,927 - Federal Revenues - Title II - 3000-3999 Employee Benefits - Title II Benefits for teacher hourly extra duty	$5,380 - Federal Revenues - Title II - 1000-1999 Certificated Salaries $1,057 - Federal Revenues - Title II - 3000-3999 Employee Benefits

Action 5

	Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: Limited to Unduplicated Student Group(s) Location: Specific Schools: McGrath, Newhall, Old Orchard, Peachland, Pico Canyon, and Wiley Canyon Provide schools with bilingual instructional support to ensure monitoring of EL students' progress toward reclassification.	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners Scope of Service: Limited to Unduplicated Student Group(s) Location: Specific Schools: McGrath, Newhall, Old Orchard, Peachland, Pico Canyon, and Wiley Canyon Provided schools with bilingual instructional support to ensure monitoring of EL students' progress toward reclassification.	$129,876 - LCFF - 2000-2999 Classified Salaries - Supplemental -Translation, bilingual aide support salaries $17,529 - LCFF - 3000-3999 Employee Benefits - Supplemental-Benefits for bilingual aide salaries $7,500 - LCFF - 4000-4999 Books and Supplies - Supplemental-Supplies for bilingual support $2,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Supplemental -Mileage for bilingual aides	$130,523 - LCFF - 2000-2999 Classified Salaries $24,230 - LCFF - 3000-3999 Employee Benefits $1,000 - LCFF - 4000-4999 Books and Supplies $500 - LCFF - 5000-5999 Services and Other Operating Expenses

Action 6

	Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: LEA-wide Location: All Schools Newhall School District is interested in building the expertise of teachers, coaches, teacher leaders, principals, and district leaders so they can support students academic English language development in the context of their literacy instruction and English Language Development standards. The proposal below follows from the University of Washington Center for Educational Leaderships (CELs) theory of action that student learning will not improve until the quality of teaching improves, and that the quality of teaching will not improve until leaders understand what constitutes high-quality instruction along with the role they play in improving teacher practice. CEL's leadership workshops and studios for teachers and leaders will help leaders and teachers by building a shared vision for effective English language development instruction, by developing	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners Scope of Service: LEA-wide Location: All Schools Over the course of the 2018-19 school year, the focused work on building the expertise of teachers, coaches, teacher leaders, principals and district leaders in effective practices to eliminate the achievement gap for English Learners. Teachers in grades 3-6 attended 3 half day workshops on ELD, both integrated and designated. Site administrators and coaches attended 4 half day sessions where they conducted learning walks focused on ELD instruction and observed and practiced feedback sessions in order to replicate focused feedback with their teachers at their sites. ELA/ELD coaches met in 4 half day sessions to build their capacity and strategies in supporting teachers in the classroom on ELD instruction and the standards. EL Lead teachers attended 3 full day studio sessions in which they learned, planned lessons, and taught for one another so	$13,800 - LCFF - 1000-1999 Certificated Salaries - Teachers grades 3-6 ELD Training for classroom implementation $2,712 - LCFF - 3000-3999 Employee Benefits - Teachers grades 3-6 ELD Training for classroom implementation	$6,240 - LCFF - 1000-1999 Certificated Salaries $1,226 - LCFF - 3000-3999 Employee Benefits

deeper content knowledge around reading and reading development, and by supporting leaders ability to organize professional learning and provide feedback. Newhall expects the professional development will result in a 10% increase in overall district literacy scores, particularly for the English Learner (EL) group. This group is currently underperforming when compared with their native English speaking peers.
 	
Partnership outcomes:
 	
  1. Participating teachers will develop their ability to independently implement supportive English Language Development instruction in small groups in the context of the district adopted curriculum and the 5 Dimensions of Teaching and Learning (5D) instructional framework in grades 3-6.
  2. Leaders will develop their ability to provide feedback and provide or organize professional development support for teachers as they are learning to implement the new practices.
  3. ELA coaches and potentially teacher leaders will develop their ability to design and facilitate professional learning around English language development in literacy.
	that they could support teachers at their sites.		

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 California School Dashboard, as applicable.

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

The EL Lead Teachers continued their work in 2018-19 for their site and attend monthly District EL Collaborative meetings. The focus of the committee was to build capacity and supports in order to eliminate the gap. This year the intent was to put a system of monitoring in place district-wide which would focus on EL language proficiency. Team members 'tried on' various types of monitoring and reported back. Before the end of the 2018-19 school year there will be a recommendation for a monitoring system which will be piloted in 2019-20.

 Principals coordinated with grade level team leaders to determine the additional ELD support that was needed in implementing the Benchmark Advance Curriculum and Designated ELD time. This was provided by ELA/ELD coaches. A District EL assessment team was formed and trained to administer the initial ELPAC assessment.

District GLAD trainers offered 5 refreshers for previously trained GLAD teachers. The District two lead bilingual instructional assistants served our 5 Title I schools and our largest Non-Title I school Pico Canyon as well as assisted as necessary for district actions such as summative ELPAC.

All planned partnership actions with the Center for Educational Leadership took place for teachers. site leadership, coaches and district leadership.

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

The EL Teacher leaders have shown a tremendous desire to learn and grow their capacity at supporting EL students. The teacher leaders have presented at staff meetings during the year and provided on-going feedback to District leadership about the next steps needed to support teachers. . Coaching support continues to be more positively received by teachers. Teams are reaching out and inviting coaches to attend their PLC meetings on a regular basis. The District EL assessment team continues to be well received and appreciated by all school sites. . GLAD continues to be a hallmark of the required training for teachers new to our District. While this training was delayed for the 2018-19 school year, there is a strong commitment to hold it in the upcoming year. GLAD refreshers were very well received as they provided on-going Integrated ELD supports for new and experienced teachers. These strategies help support our EL students in reaching proficiency on District and state assessments. The two bilingual instructional assistants were instrumental in ensuring that all schools had no errors in the Data Review Module (DRM) and helping sites with their reclassification documentation. Additionally, our bilingual assistants help keep sites aware of the names of our potential long-term EL.As a result of our focused professional development work in our CEL partnership work we have observed the change in designated ELD instruction focused now on language/communication versus the content used for language learning, equity of talk opportunities, and more student talk than teacher talk. Integrated ELD has also been enhanced with greater strategy use.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

EL Lead Teacher costs were less than expected. They were able to accomplish more work during the periodic meetings. There were no new teacher requiring GLAD certification so the trainings were not held. Also attendance at our GLAD refreshers were not well attended and some had to be cancelled. Bilingual staff and supplies costs were more than expected.

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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

There will be no changes to the goal. The focus of the District is to eliminate the gap between our English Learner students and English Only students. Now that English Learner progress is shown on the CA Dashboard, the metric in Goal 4 Action 2 has been modified to reflect the CA Dashboard language. There are also slight modifications to the professional learning planned (Goal 4 Action 2, Action 6) Previously outside consultants were providing teacher training, however this work will now be done internally by our ELA.ELD TOSAS.

Goal 5

Increase proficiency on District benchmark assessments in ELA and math (by 5 percentage points) through targeted support within the District's Response to Intervention (RTI) system.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access
Local Priorities: Standardized test results, API

Annual Measurable Outcomes

Expected	Actual

ELA and math benchmark data **2018-19**
Provide targeted support to increase grade level proficiency by at least 5 percentage points on District unit (math) and District trimester (ELA) assessments based on prior year data.

These tables represent the outcomes of the benchmark district exams.

Grade/Math	Unit 1		Unit 3		Unit 5		Unit 7	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1st	92	91	91	90	92	91	90	90
3rd	77	78	75	76	86	84	76	77
6th	Due to a complete change of the benchmark tests comparison cannot be made.							

Grade/ELA	Trimester 1		Trimester 2		Trimester 3	
	17-18	18-19	17-18	18-19	17-18	18-19
1st	72	76	70	76	77	72
3rd	57	58	65	65	66	66
6th	57	59	59	52	59	CAASPP

RTI Progress Monitoring **2018-19**
Increase the number of students exiting RTI support programs across all schools to at least 40% based upon district-wide entry and exit criteria in intervention groups.

Across the 10 school sites, only 749 students participated in intervention during the entire year. This is 12% of the student population.

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
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: All Schools Provide access to additional targeted instructional support(including professional development for teachers) through Response to Intervention (RTI) models within and outside the classroom for unduplicated pupils. The District plans to work with a consultant from Solution-Tree, to continue to refine RTI structures at Title I schools . Each school will create a Response to Intervention Plan that provides additional time and support, as well as enrichment opportunities for students.	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: All Schools Provided access to additional targeted instructional support(including professional development for teachers) through Response to Intervention (RTI) models within and outside the classroom for unduplicated pupils. The District worked with a math consultant from Solution-Tree, to help clearly define Core (Tier 1) instruction and then showed teams how to create systems to provide Tier 2 support in the classroom. Each school's site created a Instructional Leadership team met 4 times during the year to revise and enhanced their RTI structures based upon current student needs. The focus of this professional learning was Tier 1 differentiated instruction, data analysis, Tier 2 and Tier 3 All schools now have formalized structures in place for the 2019-20 school year.	$841,901 - LCFF - 1000-1999 Certificated Salaries - Supplemental-Site teacher salary costs $326,212 - LCFF - 2000-2999 Classified Salaries - Supplemental-Site classfied salary costs $226,298 - LCFF - 3000-3999 Employee Benefits - Supplemental-Site benefit costs $118,345 - LCFF - 4000-4999 Books and Supplies - Supplemental-site supplies $38,291 - LCFF - 5000-5999 Services and Other Operating Expenses - Supplemental-Site contract services $87,000 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - RTI Consultant contract	$820,880 - LCFF - 1000-1999 Certificated Salaries $345,501 - LCFF - 2000-2999 Classified Salaries $206,110 - LCFF - 3000-3999 Employee Benefits $147,721 - LCFF - 4000-4999 Books and Supplies $0 - LCFF - 5000-5999 Services and Other Operating Expenses $35,787 - LCFF - 5000-5999 Services and Other Operating Expenses

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: McGrath **McGrath 2018-19 RTI Plan:** The RTI team is comprised of two site-level Teacher on Special Assignment	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: McGrath During the 2018-19 school year the plan for McGrath is was as follows. McGrath RTI Plan:	$0 - LCFF - Included in Goal 5 Action 1 (repeated expenditure)	$0 - LCFF

(TOSA), four certificated .47 teachers, and five classified curriculum specialists. The TOSAs responsibilities are to oversee the curriculum specialists and to lead RTI Collaborative Team meetings. The certificated teachers consist of two full-time teachers, each assigned to two grade levels one to TK-2 and the other 3-4, and four .47 teachers, one AM .47 and PM .47 assigned to 5-6, and one AM .47 and one PM .47 assigned to TK-2. The curriculum specialists work with students in Kindergarten through 4th grade.

The RTI team participates in their own Collaborative meeting every Friday in order to discuss strategies, research, data, tips, and student progress. These meetings allow for team members to collaborate in best practices, mentor each other, and discuss the best ways to reach all children, at any grade level. RTI team members also attend their grade level PLC meetings. Each grade level team has a set time that their RTI teacher will be present and RTI will be discussed (data/student progress, next steps, collaboration on best practices, planning). This interaction is crucial as communication is the number one factor in creating a successful program. This communication is key in constructing intervention and enrichment plans for students as well as scheduling and accommodations that work with the teachers as well.

In order to meet the specific needs of all students, the RTI teachers instruction is directed by data. At the beginning of the year, all students were given baseline assessments so that the teachers could see where their students were and what possible interventions they may need. Based on this data, students were grouped as needing intensive (remediation), strategic (intervention), and core (at grade level) instruction. As the year continues, RTI teachers are keeping track of student progress through progress monitoring (CFAs, Unit tests, EADMS, ESGI) in addition to observations and notes recorded that are then shared with the grade levels. Teachers identified Tier I, II, and III expectations within each priority standard in order to plan for appropriate instruction based on a childs level of instructional need(s).
RTI groups are flexible, data driven, and will meet the needs of all students (remediation, intervention, and

The RTI team was comprised of one site-level Teacher on Special Assignment (TOSA), one supplementary teacher to reduce class size, two certificated .47 teachers, and four classified curriculum specialists. The TOSAs responsibilities was to oversee the curriculum specialists, lead RTI Collaborative Team meetings, meet with grade level teams to share data and refine WIN cycles. The curriculum specialists worked with students in Kindergarten through 3rd grade. The RTI team participated in their own Collaborative meeting in order to discuss strategies, data, and best practices. During weekly collaborative meetings, grade level teams met to analyze current data and measure the effectiveness of our Core Instructional program and identify specific areas to develop What I Need WIN cycles. Based on the data, teams selected the essential standard(s) to focus on for each cycle. Teams maintained consistent progress monitoring using the Data WIN Sheet and define criteria for students to enter and exit RTI groups. Teams also shared data with the RTI team to ensure alignment between Core Instruction and RTI. As part of our WIN Cycles, teams determined prerequisite skills students do or do not have related to essential standards. Our Instructional Leadership Team has helped define what supports look like at each level of RTI to ensure that students are making one or more years of progress.

At the beginning of the year, all students were given baseline assessments so that the teachers can evaluate baseline data and determine the interventions they may need. Based on this data, students are grouped for intensive (remediation), strategic (intervention), and core (at grade level) instruction. As the year continues, classroom teachers kept track of student progress through progress monitoring (CFAs, Unit tests, EADMS, ESGI) in

enrichment). Focus groups consist of students that need remediation (missing key foundational skills) and strategy groups consist of students that need additional support in key concepts within units. Students have the benefit of receiving instruction at their level, with their needs in mind, and in a small group setting.

The second level of RTI (Tier II) is scientifically based supplemental instruction and intervention for students who do not demonstrate mastery of specific classroom concepts as determined by performance on grade level formative and summative testing. At this level, McGrath Elementary Schools grade level teams identify students not yet proficient and determine reasons why the student may be struggling. Grade level teams will determine which interventions will be most effective for each students needs. At the culmination of the intervention, students will be reassessed to determine if mastery has been achieved. Students who do not respond to Tier II interventions will receive Tier III interventions and will be referred to Student Study Team if adequate progress over time has not been met.

Tier III is for the small percentage of students who do not respond to interventions provided in Tier II. Parents, teachers, administrators, special education staff, and (where appropriate) the students attend Student Study Team (SST) meetings. All documented interventions are reviewed, and the team makes recommendations for further support and possibly evaluation by special education staff. RtI teachers and/or the Resource Specialist may be assigned to work with these students individually for part of the school day. Teachers, SST members, RtI teachers, and administrators will meet with parents and students (6th grade students will be invited to attend) for At Risk of Retention/ Individualized Learning Plan conference meetings in early November, February, and May of each school year. At these Individualized Learning Plan (ILP) conferences, teachers will review student progress, discuss what students need to be able to do by the end of the year, and work with parents and students to set progress goals/ sign commitments from all parties for the same; teachers will describe Tier II and Tier III interventions provided here at school. These

addition to observations and notes recorded that are then shared with the grade level and RTI support staff assigned to their grade. Teachers identified Tier I, II, and III expectations within each priority standard in order to plan for appropriate instruction based on each childs level of instructional need(s). RTI groups, both in and out of the classroom, were flexible, data driven, and met the needs of all students (remediation, intervention, and enrichment). Focus groups consisted of students that need remediation (missing key foundational skills) and strategy groups consisted of students that need additional support in key concepts within units. Students have the benefit of receiving instruction at their level, with their needs in mind, and in a small group setting within the classroom. The second level of RTI (Tier II) is scientifically based supplemental instruction and intervention for students who do not demonstrate mastery of specific classroom concepts as determined by performance on grade level formative and summative testing. At this level, McGrath Elementary Schools grade level teams identified students not yet proficient and determined reasons why the student may be struggling. Grade level teams will determine which interventions will be most effective for each students needs and provide specific instruction during a grade level WIN time. At the culmination of the intervention, students were reassessed to determine if mastery has been achieved. Students who did not respond to Tier II interventions received Tier III interventions and were referred to Student Study Team if adequate progress over time has not been met.

Tier III is for the small percentage of students who do not respond to interventions provided in Tier II. Parents, teachers, administrators, and support staff, and (where appropriate) the student attend Student Study Team (SST) meetings which are a General Education function. All interventions to date are documented and progress is reviewed. The team makes recommendations for further support, which may include a recommendation evaluation by special education staff.

conferences will provide parents, early in the year, an understanding of their childs current performance and educational materials/strategies to use at home to support mastery of standards.

RTI teachers and/or the Resource Specialist may be assigned to work with these students individually for part of the school day. Teachers, SST members, RTI teachers, and administrators met with parents and students (6th grade students will be invited to attend) for At Risk of Retention/ Individualized Learning Plan conference meetings in early November, February, and May of each school year. At these Individualized Learning Plan (ILP) conferences, teachers reviewed student progress, discussed what students need to be able to do by the end of the year, and worked with parents and students to set progress goals/sign commitments from all parties for the same; teachers described Tier II and Tier III interventions provided here at school. These conferences provided parents, early in the year, an understanding of their childs current performance and educational materials/strategies to use at home to support mastery of standards.

Action 3

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

For Actions/Services included as contributing to meeting Increased or Improved Services Requirement
 	
Students to be Served: English Learners, Foster Youth, Low Income
 	
Scope of Service: Schoolwide
 	
Location: Specific Schools: Meadows
 	
Meadows RTI Plan:
 	
1. The first Staff Meeting of the year will focus on developing a shared vision and a common language to define each tier of RTI, including conversations around NSDs Core Expectations document.
2. RTI leadership team will meet with Sarah Schul at the beginning of the year to develop a systemic approach to intervention aligned to the district goals, including:
    a. Defining entrance and exit criteria
    b. Clearly defining what supports look like at all levels of RTI
	For Actions/Services included as contributing to meeting Increased or Improved Services Requirement
	
	Students to be Served: English Learners, Foster Youth, Low Income
	
	Scope of Service: Schoolwide
	
	Location: Specific Schools: Meadows
	
	The Meadows RTI Plan for 2018-19 was as follows.
	
	Meadows RTI Plan
	
	1.The first few Staff Meetings of the year focused on revisiting the shared vision and common language to define each tier of RTI, connecting the work to NSDs Core Expectations document.
	
	2. Instructional Leadership team met with Patty Maxfield at the beginning of the year to develop a systemic approach to intervention aligned to the district goals, including:
	a. Defining entrance and exit criteria
		$0 - LCFF - Included in Goal 5 Action 1 (repeated expenditure)	$0 - LCFF

c. Developing a consistent progress monitoring system to measure student progress d. Data Analysis protocols to determine effectiveness of instructional program and identify trends to provide appropriate supports at all levels of RTI 3. During the first three weeks of school, Universal Screening (DIBELS, Benchmark Advance, CORE Phonics Survey, and Flint and Cooter) will be utilized to determine students who will be receiving RTI services in the area of reading. 4. Teachers, in collaboration with site administration, will analyze EL data to ensure Integrated and Designated Tier 1 ELD support is provided to students who require specific and targeted language intervention. 5. Teams will collaborate with RSP teacher and the Reading Curriculum Specialist to analyze Benchmark 1 data 6. Teams will collaborate with RSP teacher and the Reading Curriculum Specialist to develop a structure for Tier 1 support that includes, designated ELD support that includes both targeted language and content support. 7. By the end of the first month of school, teams will collaborate with the RSP teacher and the Reading Curriculum Specialist to develop an Intervention Master Schedule and protocol that will identify focus skill groups, as well as identify students who will be receiving Tier 2 and Tier 3 support. 8. Teams will develop a progress monitoring timeline to ensure consistent checkpoints and exit criteria. Additionally, teams will set goals that are attainable to adjust the intensity of the interventions depending on students responsiveness. 9. Tier 3 supports will be allocated based upon grade level needs. The Curriculum Reading Specialist and the Resource Room teacher will be utilized in the delivery of Tier 3 supports. 10. In the area of Math, the Bridges intervention resources will be	b. Clearly defining what supports look like at all levels of RTI c. Developing a consistent progress monitoring system to measure student progress d. Data Analysis protocols to determine effectiveness of instructional program and identify trends to provide appropriate supports at all levels of RTI 3. During the first three weeks of school, Universal Screening (DIBELS, Benchmark Advance, CORE Phonics Survey, and Flint and Cooter) was utilized to determine students who will be receiving RTI services in the area of reading. In addition, classroom teachers established Tiered instructional grouping to support students in math. 4. Teachers, in collaboration with site administration, analyzed EL data to ensure Integrated and Designated Tier 1 ELD support was provided to students who require specific and targeted language intervention. 5. Teams collaborated with RSP teacher and the Reading Curriculum Specialist to analyze Benchmark data in the area of reading. In addition, classroom teachers collaborated with grade level teams, including the RSP teacher, to analyze Bridges/CPM math data to determine next steps for tiered instruction. 6. Grade Level Teams collaborated with RSP teacher, the Reading Curriculum Specialist, and District Math and ELA Coaches and developed a structure for Tier 1 and 2/3 supports including, designated ELD support that included both targeted language and content support. 7. Teams had ongoing collaboration with the RSP teacher and the Reading Curriculum Specialist to refine the ELA and Math Intervention Master Schedule. Established protocols identified focus skill groups and identified students who received Tier 2 and Tier 3 support. 8. Teams developed RTI Inquiry Cycles that included a progress monitoring timeline to ensure consistent checkpoints and exit criteria are		

Planned Actions/Services	Actual Actions/Services
utilized to provide targeted supports during Tier II instruction. Grade level teams, Site Administrators, and NSD Math Coaches will collaborate to analyze the data and determine appropriate math support and services. 11. NSDs ELA/ELD adoption will ensure alignment between Tier I core instruction and Tier 2 small group intervention and enrichment. In addition, the program includes an ELD component that provides Integrated and Designated supports for ELs to access the same content as their peers, but with the appropriate receptive and expressive language supports necessary to build both language and content background. 12. Following each DIBELS Benchmark and math and reading unit or trimester assessments, in collaboration with the Reading Curriculum Specialist, grade level teams will analyze data results to determine students who may need to enter and/or exit RTI services.	consistent and effective. Additionally, teams set goals that are attainable to adjust the intensity of the interventions depending on how students respond to Tier 2/3 instruction. 9. Tier 3 supports were allocated based upon grade level needs. The Curriculum Reading Specialist and the Resource Room teacher were utilized in the delivery of Tier 3 ELA supports in all grade levels. In the area of Math, the Bridges intervention resources were utilized to provide targeted supports during Tier 2 instruction. Grade level teams, Site Administrators, and the NSD Math Coach collaborated to analyze the data and determine appropriate math support and services. 11. Benchmark continued to ensure alignment between Tier I core instruction and Tier 2 small group intervention and enrichment. In addition, the program includes an ELD component that provides Integrated and Designated supports for ELs to access the same content as their peers, but with the appropriate receptive and expressive language supports necessary to build both language and content background. 12. Following each RTI Inquiry Cycle, in collaboration with the Reading Curriculum Specialist, grade level teams analyzed data results to determine students who may need to enter and/or exit RTI services.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: Newhall **Newhall 2018-19 RTI Plan:** 1. The Instructional Leadership Team (ILT) will review the 3 tiers of RTI, the ILT and collaborative teams	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: Newhall The Newhall 2018-19 RTI Plan was implemented with the following actions and tenets:	$0 - LCFF - Included in Goal 5 Action 1 (repeated expenditure)	$0 - LCFF

pyramid, and the role of each in student learning with staff

2. The ILT will review school schedules to determine supports (.47 teachers and curriculum specialists)
3. The principal and assistant principal will be overseeing and working closely with RTI personnel (curriculum specialists and .47 teachers)
4. The ILT will revisit the NSD Core Instructional Best Practices routinely
5. The PBIS team and staff will determine social behaviors students need to learn
6. The ILT and team leaders will identify essential standards for ELA and create proficiency maps and pacing for ELA standards by unit
7. The collaborative teams will create ELA interventions first around the essential standards
8. The collaborative teams will plan for ELA intervention by student by target
9. The ILT will meet with outside consultants (Sarah Schuhl and Patty Maxfield) during the school year to continue to develop and monitor our approach to intervention
10. The ILT and collaborative teams will revisit ELD time and support for grade levels and how EOs are using the time
11. The ILT and team leaders will revisit the best time for Tier 2 at each grade level
12. The ILT will establish a common recording sheet for teams to use when determining students in Tier 2 groups
13. PBIS will address Tier 2 behavior interventions
14. The ILT will develop a progress monitoring timeline to ensure consistent checkpoints. Additionally, teams will set goals that are attainable to adjust the intensity of the interventions depending on students responsiveness for each cycle
15. Tier III supports will be allocated based upon grade level needs
16. The ILT and team leaders will revisit time at each grade level for Tier 3
17. The ILT and team leaders will follow the recommendations from the

Newhall Elementary Vision of Response to Intervention

We believe all children can learn and that all children need to be given the supports and scaffolds they need to be successful.

Newhall Elementary RtI Methodology

As a staff we will

- Base our intervention on proficiency of the grade levels priority standards for English Language Arts and mathematics

- Follow the pacing of our grade levels proficiency maps for English Language Arts and mathematics

- work together with our colleagues, coaches, and administration to share best practices and strategies

- agree on learning targets; what we want students to learn, identify how we will measure learning, plan what we will do when students learn, and what we will do when they dont

- implement curricula and programs with fidelity and rigor

- use universal screening tools and other data to identify at risk students

- consistently pretest students to identify students strengths, weaknesses, and overall class performance

- use consistent procedures and specific reports to analyze data

- deliver quality intervention matched to each students needs

- carefully consider students individual proficiencies, including academic and linguistic needs

- differentiate and scaffold instruction

- provide extension activities, when appropriate

- regularly monitor progress and make decisions related to instruction and goals

- apply knowledge gained during instruction and informal assessments to make on the spot instructional adjustments

- make next step decisions based on students responsiveness to the interventions

- reteach information using different methods and modalities

- effectively utilize our PLC time to analyze

District SST committee

18. Following each cycle, collaborative teams will analyze data results to determine students who may need to enter and/or exit RTI services.

data

Tier I:

The first level of learning is in the hands of our teachers. It is essential that students receive strong standards-based instruction every day and that teachers use small group teaching, reteaching, differentiated support, and extension activities to further student learning.

Essential Components	• Integrated Language and Designated Supports in all content areas • Best practices and strategies including but not limited to GLAD strategies, Thinking Maps, Depth & Complexity and Content Imperative Icons, Mathematical Practices, Science and Engineering Practices, Number Talks, and Academic Discourse • Small group learning opportunities • Flexible grouping formats to meet identified students needs • Designated Language Supports (30 minutes per day) will be provided based on proficiency level, as well as progress at the domain level
Time	• Proficiency Map
Assessment Data	• Curricula Pretests • Beginning of year assessments in all grades • Common formative assessments (teacher created) • Formative and summative NSD assessments • NSD end-of-year

	testing for grades K-6
	• CAASPP Assessment results for grades 3-6
Providers	Classroom teachers and Curriculum Specialists
Setting	General education classroom

Tier II

This level of support is for students who are not making adequate progress in Tier I core instruction or students who have other learning needs that require additional targeted support.

Essential Components	• Clearly articulated learning targets for specific literacy and/or math skills • Written intervention plans with baseline data and data checkpoints • Small group instruction (6-8 students) using targeted intervention materials from adopted curricula • Homogeneous grouping • Specialists push-in/co-teach, when possible
Time	• 4 days a week • Allotted time will vary (up to 30 minutes per day, minimum 15 minutes) • After school small group instruction may be offered to students who need additional learning time on a concept or skill
Assessment Data	• Curricula intervention diagnostic

	• assessments
	• Pre and post instruction assessment
	• Checkpoints
Providers	• General education teachers • S&L Specialist • Resource Program Specialist • Curriculum Specialists • .47 teachers
Setting	• General education classrooms • Specialist classrooms

Tier III:

This level of support is for students who have not responded to Tier II intervention. These students will receive more intensive individualized intervention support.

Essential Components	• Clearly articulated learning targets that build on Tier II information • Written intervention plans with baseline data and data checkpoints • Small group instruction (4-6 students) using targeted research-based intensive intervention program/tools • Homogeneous grouping • Specialists pull-out (after core instructional block)

	• Continued participation and support in Tier II
Time	• 5 days a week • Allotted time will vary (15-45 minutes per day) • After school small group instruction may be offered to students who need additional learning time on a concept or skill
Assessment Data	• Individually administered (norm-referenced and criterion referenced) standardized assessments • Pre and post instruction assessment • Checkpoints
Providers	• S&L Specialist • Resource Program Specialist • .47 teachers
Setting	• Specialist classrooms

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: Oak Hills	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Location: Specific Schools: Oak Hills	$0 - LCFF - Included in Goal 5 Action 1 (repeated expenditure)	$0 - LCFF

Oak Hills RTI Plan:
ILT and Team Leaders will attend the PLC Institute with Sarah Schuhl in June to develop a systematic approach to our PLCs to align with the district goals:
 	
  1. Defining entrance and exit criteria through the use of mid-cycle assessments.
  2. Revisiting the definition of what supports look like at all levels of RTI
  3. Developing a more consistent progress monitoring system to measure student progress
  4. During beginning of the year staff meeting there will be a review of our shared vision and common language to clearly define each level of RTI.
  5. During first week of school a Universal Screening to ensure support is provided to students who require specific and targeted instruction. Teachers will also continue to engage in data-analysis protocols to address specifically the last two critical PLC questions. How will we respond when students do not learn it and how will we respond when students already know it?
 	
4. Teachers will analyze CASSPP and universal screening data to ensure support is provided to students who require specific and targeted instruction.
 	
5. By the end of the second week of school, teams will develop a consistent intervention matrix to identify essential standards, as well as students who will be receiving Tier 2 and Tier 3 support.
 	
6. Our new ELA/ELD adoption will continue to ensure alignment between Tier 1 class instruction and small group instruction in Tier 2.
7. Grade level teams will work to develop consistent ELA unit plans to provide similar instruction across the grade level.
8. Our RSP teacher will support out students with IEPs through a pull out model in both ELA and
	For the 2018-19 the Oak Hills RTI plan was as follows.
	
	Oak Hills RTI Plan
	
	1. Continued entrance and exit criteria through the use of mid-cycle assessments.
	
	2. Provided focus of what supports look like at all levels of RTI .
	
	3. Utilized a .47 curriculum specialist and two curriculum specialists to support teachers with instruction as the grade level sees fit.
	
	4. Continued to implement a more consistent progress monitoring system to measure student progress
	
	5. During beginning of the year staff meeting we revisited our shared vision and common language to clearly define each level of WIN.
	
	6. During first week of school a Universal Screening was administered by curriculum specialists and teachers to ensure support was provided to students who required specific and targeted instruction. Teachers also continued to engage in data-analysis protocols to address specifically the last two critical PLC questions. How will we respond when students do not learn it and how will we respond when students already know it?
	
	7. Teachers analyzed CASSPP and universal screening data to ensure support is provided to students who require specific and targeted instruction.
	
	8. By the end of the second week of school, teams developed a consistent intervention matrix to identify essential standards, as well as students who will be receiving Tier 2 and Tier 3 support. Our focus continued on differentiation of our Tier One instruction.
	
	9. Grade level teams worked collaboratively monthly to develop consistent ELA unit plans to provide similar instruction across the grade level. Their teaching times for instruction aligned across each grade level.
	
	10. Our RSP teacher supported our students with IEPs through a pull out and push in model (during WIN) in		

Mathematics. The RSP teacher will continue to create small groups of students by common IEP goals and grade level in order to meet their individual needs. She will also push in for groups when possible during RTI to better support students in need.

9. Grade level teams will develop a progress monitoring timeline to ensure consistent checkpoints aligned to the priority standards.

10. Tier 3 supports will be put in place for all grade levels.

11. Following each unit or trimester assessment, grade level teams will analyze results to determine students who may need to enter and/or exit RTI services.

12. In the area of Math, the Bridges intervention resources as well as additional resources will be utilized to provide targeted supports during Tier 2 instruction. Grade level teams and math coach will collaborate to analyze the data and determine appropriate support and services.

13. In addition to intervention support provided during the day, Oak Hills would like to offer an after school intensive Tier 3 ELA/Math intervention for Grades 1st 6th. Students eligible for this additional instructional support would attend classes for forty-five minutes 1 hour a day, 2-3 days a week, for 6-8 weeks. Class sizes are limited to between 10-12 students. Intervention teachers provide skill instruction based on communication provided to them by grade level teams as a result of data analysis completed by teams. Intervention teachers would use a pre/post assessment as well as mid checkpoints to gather data on student performance during the after school intervention class.

14. ILT/Admin will identify needs of staff and provide on-going support staff and professional development as needed.

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both ELA and Mathematics. The RSP teacher continued to create small groups of students by common IEP goals and grade level in order to meet their individual needs. Our Speech teacher provided targeted phonics/decoding/speaking instruction for Tier 2 and Tier 3 instruction.

11. Grade level teams developed a progress monitoring timeline to ensure consistent checkpoints aligned to the priority standards in both ELA and Math.

12. Students that mastered the standards participated in an enrichment block where they will participate in project based learning tied to the subject area and standards.

13. In the area of Math, the Bridges intervention resources as well as additional resources was utilized to provide targeted supports during Tier 2 instruction. Grade level teams and math coach collaborated to analyze the data and determine appropriate support and services for in class small groups and WIN time.

14. In addition to intervention support provided during the day, Oak Hills offered an after school intensive Tier 3 ELA/Math intervention for Grades 1st-6th. Students eligible for this additional instructional support attend ed classes anywhere from 30 minutes to 1 hour a day, 2-3 days a week, for 6 weeks. Class sizes were limited to between 10-12 students. Intervention teachers provide skill instruction based on communication provided to them by grade level teams as a result of data analysis completed by teams. Intervention teachers would use a pre/post assessment as well as mid checkpoints to gather data on student performance during the after school intervention class.

15. Targeted English Learner intervention was provided in the afternoons for students utilizing Tier 3 monies.

16. ILT/Admin identified needs of staff throughout the school year and provided on-going support staff and professional development as needed.

Action 6

	Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: Old Orchard **Old Orchard 2018-19 RTI Plan:** ***TIER 1*** • As a site, we will revisit the NSD Core Instructional Best Practices to grow teacher capacity • Teachers will select 8-12 priority standards per grade level for ELA • Teams will create a proficiency map for ELA to use with Tier 1 and Tier 2 planning, instruction, and assessment • Teams will create CFAs during math and ELA for the priority standards. • For ELA, teams need to identify the targeted skills needed for each unit in ELA and use assessment data to do so • Next year, we will assemble a team and begin PBIS training to address academic and social behaviors and expectations for students in all areas of the school ***TIER 2*** • Teams will maintain consistent progress monitoring using the Data WIN Sheet to track students entering/exiting Tier 2 instruction to determine effectiveness of each WIN cycle. (WIN = What I Need) • Teams will determine how to improve communication with our curriculum specialists and involve them with team planning for WIN time and ensure clear alignment to core instruction • When planning for Tier 2 instruction, teams will gather information about prerequisite skills students have or dont have related to essential standards • Teams will determine extension activities for students during WIN time, including resources and	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: Old Orchard As implemented in 2018-19: Old Orchard 2018-19 RTI Plan: TIER 1 As a site, we revisited the NSD Core Instructional Best Practices to grow teacher capacity Teachers selected 8-12 priority standards per grade level for ELA Teams created a proficiency map for ELA to use with Tier 1 and Tier 2 planning, instruction, and assessment Teams created CFAs during math and ELA for the priority standards. For ELA, teams needed to identify the targeted skills needed for each unit in ELA and used assessment data to do so We also assembled a team and began PBIS training to address academic and social behaviors and expectations for students in all areas of the school TIER 2 Teams maintained consistent progress monitoring using the Data WIN Sheet to track students entering/exiting Tier 2 instruction to determine effectiveness of each WIN cycle. (WIN = What I Need) Teams determined how to improve communication with our curriculum specialists and involve them with team planning for WIN time and ensure clear alignment to core instruction When planning for Tier 2 instruction, teams gathered information about prerequisite skills students have or dont have related to essential standards Teams determined extension activities for students during WIN time, including resources and persons responsible Next year, we will consider how to integrate ELA and Math WIN cycles into master schedule and identify the deployment of resources. The Instructional Leadership Team will assist with this process PBIS team will determine how to intervene for social	$0 - LCFF - Included in Goal 5 Action 1 (repeated expenditure)	$0 - LCFF

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persons responsible	behaviors and coordinate interventions for students (Will vs Skill)		

- Next year, we will consider how to integrate ELA and Math WIN cycles into master schedule and identify the deployment of resources. The Instructional Leadership Team will assist with this process
- PBIS team will determine how to intervene for social behaviors and coordinate interventions for students (Will vs Skill)

TIER 3

- As a site, we will determine how students are identified for Tier 3 intervention. Teams will determine what skills will be addressed during Tier 3 intervention
- The Instructional Leadership Team (ILT) will discuss the use of personnel and how we are allocating our resources to provide targeted instruction for students in greatest need
- Teams will monitor individual student progress during Tier 3 instruction to ensure consistent follow-up
- The ILT team will revamp our current SST structure to ensure the SST process functions to support teachers and students

Additional Next Steps

- Site admin will create consistent schedule for Instructional Leadership Teams meetings for 2018 2019 school year
- The ILT will clarify its purpose, specifically our area of focus related to Tier 1 core instruction, and share that out to the staff during staff meetings to ensure common vision and mission
- As a site, we will begin to utilize Google Docs to allows teams to electronically store artifacts and documents they are creating and using from one year to the next
- The ILT will help create a template for PLC agendas to ensure consistent communication and documentation of PLC minutes

TIER 3 As a site, we determined how students are identified for Tier 3 intervention. Teams determined what skills will be addressed during Tier 3 intervention The Instructional Leadership Team (ILT) discussed the use of personnel and how we are allocating our resources to provide targeted instruction for students in greatest need Teams monitored individual student progress during Tier 3 instruction to ensure consistent follow-up The ILT team revamped our current SST structure to ensure the SST process functions to support teachers and students

Additional Next Steps Site admin created consistent schedule for Instructional Leadership Teams meetings for 2019 2020 school year The ILT will continue to clarify its purpose, specifically our area of focus related to Tier 1 core instruction, and share that out to the staff during staff meetings to ensure common vision and mission As a site, we will begin to utilize Google Docs to allows teams to electronically store artifacts and documents they are creating and using from one year to the next. The ILT will help create a template for PLC agendas to ensure consistent communication and documentation of PLC minutes.

Action 7

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: Peachland **Peachland RTI Plan:** 1. Before the first day of school, the instructional leadership team will publish a master schedule with protected instructional blocks in each grade level for English language development and intervention/enrichment. 2. Before the first day of school, teams will have identified 8-12 priority standards in both ELA and math and will have created a proficiency map for ELA. 3. By the end of the second week of school, each grade level team will review prior year data in EADMS using the Standards Report to determine which standards to provide differentiated support during Tier I instruction and to provide immediate support in Tier II and Tier III. 4. By the end of the second week, teams will identify standards of need, as well as the list of students who will be receiving Tier II and Tier III support. 5. Tier III supports will be allocated based upon grade level needs. 6. PLC minutes and WIN Data Sheet will note progress monitoring outcomes and include team action plans. 7. In math, teachers will use Dreambox as a progress monitoring tool along with team created common formative assessments and/or unit pre- and post-assessments. 8. In ELA, teachers will monitor student progress through team created common formative assessments and/or pre- and post-assessments from the adopted ELA curriculum. 9. Our instructional leadership team will meet monthly to review school wide data and/or address any challenges that are impacting	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: Peachland For the 2018-19 the Peachland RTI plan was as follows Peachland RTI Plan: 1. Before the completion of the prior school year, teams used Trimester 3 report cards to create a Tier 3 idea list of students to begin the year (no more than 5 per grade). 2. Before the first day of school, the instructional leadership team published a master schedule with protected instructional blocks in each grade level for English Language Development and intervention (Tier 2 & 3)/enrichment. 3. During the first two weeks, teams reviewed and edited their identified 8-12 priority standards in both ELA and math and will have created a proficiency map for ELA and math. They placed priority standards and maps into site folder for all to access. 4. By the end of the second week of school, each grade level team reviewed the prior year data in EADMS using the Standards Report and prior grade level recommendation list to determine which students need support during Tier I & Tier II instruction and provide immediate support in Tier III. 5. By the end of the third week, teams used a CFA to identify standards of need, as well as the list of students who will be receiving Tier II support with the help of our Curriculum Specialists and .47 teachers. 6. Tier III supports were allocated based upon grade level needs with the assistance of our .47 teachers. 7. Throughout the year, teams worked with district coaches (6 times) for a half day release to create upcoming unit CFAs and write question stems of different DOK levels to match the unit. 8. PLC minutes included CFA outcomes and WIN data to note progress outcomes and include team action plans. 9. CFAs were shared during staff	$0 - LCFF - Included in Goal 5 Action 1 (repeated expenditure)	$0 - LCFF

student learning.

10. Our Positive Behavior Interventions and Supports team will meet at least 5 times a year to address challenges that are impacting student learning. These meetings may overlap with the instructional leadership team meetings.
11. Following each cycle of targeted instruction, teams will give common formative assessments to determine students which students will be entering and exiting RTI support.
12. During staff meetings, teams will celebrate student growth due to each teams efforts.
13. Sarah Schuhl, a Solution Tree consultant, will meet with grade level teams and/or the instructional leadership team 6 times during the school year to monitor and refine the intervention program.

meetings to allow for vertical articulation and accountability among teams.
10. In math and ELA, teachers used agreed upon CFAs as a monitoring tool to ensure intervention is fluid and flexible.
11. Our instructional leadership team met at least monthly to review school wide data, address any challenges that are impacting student learning, and plan professional development. Our Positive Behavior Interventions and Supports team met monthly to address challenges that impact student learning.
12. During staff meetings, teams celebrated student growth due to each teams efforts

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: Pico Canyon **Pico Canyon RTI Plan:** 1. By the end of the second week of school, each grade level team will review prior year data in EADMS using the Standards Report (filtered by demographics for English Only, English Learner, and Special Education Students) to determine which standards to provide differentiated support for during Tier I instruction and to provide immediate support for in Tier II and Tier III instruction. 2. By the end of the second week of school, teams will complete the intervention matrix to identify standards of need as well as the list of students who will be receiving Tier II and Tier III support. 3.Teams will formulate a timeline for progress monitoring.	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: Pico Canyon For the 2018-19 school year, the Pico Canyon RTI plan was as follows. Pico Canyon RTI Plan: 1. By the end of the second week of school, each grade level team reviewed prior year data in EADMS using the Standards Report (filtered by demographics for English Only, English Learner, and Special Education Students) to determine which standards to provide differentiated support for during Tier I instruction and to provide immediate support for in Tier II and Tier III instruction. 2. By the end of the second week of school, teams completed the intervention matrix to identify	$0 - LCFF - Included in Goal 5 Action 1 (repeated expenditure)	$0 - LCFF

4.Tier III supports will be allocated based upon grade level needs. 5. Professional Learning Community (PLC) minutes will reflect progress monitoring outcomes and include team responses. 6. In the area of math, teachers will utilize reports in DreamBox as a progress monitoring tool along with team-created common formative assessments and unit pre-assessments. Common Formative Assessments and Unit/ Chapter Assessments were used for progress monitoring 7. In ELA, teachers will utilize pre-assessments as well as weekly assessments from the newly adopted ELA program, along with Reading A-Z/RAZ kids as a progress monitoring tool, and team-created common formative assessments. 8. Following each unit or trimester assessment, our RTI leadership team will review the data to ensure that goal #1 is being met. 9. Following each unit or trimester assessment, teams will determine students entering and exiting RTI services. 10. Each trimester, teams will celebrate the progress of their students at a staff meeting. 11. This process repeats itself for the remainder of the school year.	standards of need as well as the list of students who will be receiving Tier II and Tier III support. 3.Teams formulated a timeline for progress monitoring. 4.Tier III supports were allocated based upon grade level needs. 5. Professional Learning Community (PLC) minutes reflected progress monitoring outcomes and include team responses. 6. In the area of math, teachers utilized reports in DreamBox as a progress monitoring tool along with team-created common formative assessments and unit pre-assessments. Common Formative Assessments and Unit/ Chapter Assessments were used for progress monitoring 7. In ELA, teachers utilized pre-assessments as well as weekly assessments from the Benchmark ELA program, along with Reading A-Z/RAZ kids as a progress monitoring tool, and team-created common formative assessments. 8. Following each unit or trimester assessment, our RTI leadership team reviewed the data to ensure that goal #1 is being met. 9. Following each unit or trimester assessment, teams determined students entering and exiting RTI services. 10. Each trimester, teams celebrated the progress of their students at a staff meeting. 11. This process repeated itself during the school year.

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth Scope of Service: Location: Specific Schools: Stevenson	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Location: Specific Schools: Stevenson	$0 - LCFF - Included in Goal 5 Action 1 (repeated expenditure)	$0 - LCFF

Ranch

Stevenson Ranch RTI Plan:

The RTI plan for Stevenson Ranch School begins with grade level team meetings utilizing Professional Learning Community structures to design common formative assessments, discuss instructional practices, and analyze student performance data on team, district, and state assessments. As a result, teams design remediation, intervention, and extension to meet the needs of all students. To support this, teams may reorganize students into differentiated instructional groups as a team, across teams, and/or with the support of intervention/enrichment teachers and curriculum specialists.

The process beings by using multiple sources of information at the beginning of the school year. Teams utilize previous school year watch-lists, State assessment data, and administer beginning of the year assessments to determine initial lists of students who need immediate support or targeted instruction.

Tier I instruction is presented through a variety of methodologies including whole group, small group and one-on-one settings. In language arts teachers use Benchmark Advance to support their standards based instruction. Within this program teachers are using leveled instruction to teach literacy and writing. Instruction is cyclical, and generally occurs in sessions lasting 4 to 6 weeks in duration. Teachers focus on academic discourse and language development skills with the use of designated and integrated supports. Designated supports, such as English Language Development, are offered during small group instruction for a minimum of 30 minutes per day. In math, our teachers use Bridges (TK-5th) and CPM (6th) to align to the mathematical standards. Teachers assign focus areas in DreamBox online to support and extend learning.

Tier II instruction is for students who do not demonstrate a solid understanding of content. At all grade levels students work in small groups to support targeted skills. Based on CFA results and district assessments, grade level teams analyze the data to determine the standards that students need to address in order to be proficient. Teachers may utilize our

The RTI plan for Stevenson Ranch for 2018-19 is as follows.

The RTI plan for Stevenson Ranch School began with grade level team meetings utilizing Professional Learning Community structures to design common formative assessments, discuss instructional practices, and analyze student performance data on team, district, and state assessments. As a result, teams designed remediation, intervention, and extension to meet the needs of all students. To support this, teams may have reorganized students into differentiated instructional groups as a team, across teams, and/or with the support of intervention/enrichment teachers and curriculum specialists. The process began by using multiple sources of information at the beginning of the school year. Teams utilized previous school year watch-lists, State assessment data, and administered beginning of the year assessments to determine initial lists of students who needed immediate support or targeted instruction.

Tier I instruction was presented through a variety of methodologies including whole group, small group and one-on-one settings. In language arts teachers used Benchmark Advance to support their standards based instruction. Within this program teachers used leveled instruction to teach literacy and writing. Instruction is cyclical, and generally occurred in sessions lasting 4 to 6 weeks in duration. Teachers focused on academic discourse and language development skills with the use of designated and integrated supports. Designated supports, such as English Language Development, were offered during small group instruction for a minimum of 30 minutes per day. In math, our teachers used Bridges (TK-5th) and CPM (6th) to align to the mathematical standards. Teachers assigned focus areas in DreamBox online to support and extend learning.

Tier II instruction was for students who did not demonstrate a solid understanding of content. At all grade levels teams implemented What I

intervention teachers or curriculum specialists to support working in small groups of up to 8 students.

Tier III is for students who continue to struggle meeting standard and require intensive remediation. Our intervention staff work with students individually and in groups no larger than 5. Services are a mix of push-in and pull out support based upon the needs and number of students. Our intervention program is supported by part-time credentialed teachers and part-time curriculum specialists. Students are provided opportunities for hands-on learning, vocabulary preview and review, and discussion to build fluency and comprehension. As instructional units progress teachers administer Common Formative Assessments (CFAs) to determine proficiency levels of students, and inform next steps for instruction and intervention.

The school Instructional Leadership Team meets to analyze school wide achievement data and monitor student growth within RTI structures. Having the school wide view, the ILT team reviews resources and schedules to provide targeted support to teams as they strive to eliminate the achievement gap.

When a student does not demonstrate success within the RTI structures, the Student Success Team convenes to discuss possible factors (such as social, emotional, and physiological challenges) that may impact student learning. The team identifies specific strategies to support that individual being successful in school, and develops action steps in partnership with student, teachers, parents, and other relevant school support staff members.

In addition to intervention support, staff is utilized to provide extension and enrichment through coordinated sessions aligned at each grade level. Stevenson Ranch School recognizes that all students benefit from enriching opportunities. The goal is for all students to be engaged in learning and proficient with their grade level standards.

Need (WIN) time to provide students small group support for targeted skills. WIN documents were used to analyze CFA results and district assessments to determine the standards that students needed to address in order to be proficient. Team utilized our intervention teachers or curriculum specialists to support working in small groups of up to 8 students.

Tier III is for students who continue to struggle meeting standard and require intensive remediation. Our intervention staff worked with students individually and in groups no larger than 5. Services were a mix of push-in and pull out support based upon the needs and number of students. Our intervention program was supported by part-time credentialed teachers and part-time curriculum specialists. Students were provided opportunities for hands-on learning, vocabulary preview and review, and discussion to build fluency and comprehension. As instructional units progress teachers administered Common Formative Assessments (CFAs) to determine proficiency levels of students, and inform next steps for instruction and intervention.

The school Instructional Leadership Team met to analyze school wide achievement data and monitor student growth within RTI structures. Having the school wide view, the ILT team reviewed team meeting minutes, WIN analysis forms, resources and schedules to provide targeted support to teams as they strive to eliminate the achievement gap. When a student does not demonstrate success within the RTI structures, the Student Success Team convened to discuss possible factors (such as social, emotional, and physiological challenges) that may impact student learning.

The team identified specific strategies to support that individual being successful in school, and developed action steps in partnership with student, teachers, parents, and other relevant school support staff members. In addition to intervention support, staff is utilized to provide extension and enrichment through coordinated sessions aligned at each

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Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: Valencia Valley **Valencia Valley 2018-19 RTI plan.** 1. Over the summer, the Instructional Leadership Training (ILT) will schedule meetings once or twice a month. This is an increase over the last year. 2. At the first Back to School staff meeting, the Instructional Leadership Team will present to the staff the vision for the year, report out on where we ended last year and celebrate the growth made. The ILT and staff will discuss what went well in WIN ("What I Need") and how we can make improvements. 3. During the first few weeks of school, each grade level will decide which essential standards in which their WIN groups will be formed. Using our Interventionists assistance, students will be assessed and grouped in WIN groups accordingly. Also, during this time, collaborative teams and administration will identify English Learners and define the designated and integrated supports taught. Teams will decide how designated supports will be	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: Valencia Valley **Valencia Valley 2018-19 RTI plan.** 1. Over the summer, the Instructional Leadership Training (ILT) scheduled meetings once or twice a month. 2. At the first Back to School staff meeting, the Instructional Leadership Team presented to the staff the vision for the year, report out on where we ended last year and celebrate the growth made. The ILT and staff will discuss what went well in WIN ("What I Need") and how we can make improvements. 3. During the first few weeks of school, each grade level decided which essential standards in which their WIN groups will be formed. Using our Interventionists assistance, students will were assessed and grouped in WIN groups accordingly. Also, during this time, collaborative teams and administration identified English Learners and defined the designated and integrated supports taught. Teams decided how designated supports would be administered to groups of EL students at each team. 4. We are constantly clarifying the role of our Instructional Leadership Team with the rest of the staff. The ILT communicated to the staff what is the purpose and how it morphs	$0 - LCFF - Included in Goal 5 Action 1 (repeated expenditure)	$0 - LCFF

administered to groups of EL students at each team.

4. We are constantly clarifying the role of our Instructional Leadership Team with the rest of the staff. The ILT communicates to the staff what is the purpose and how it morphs over time. At each staff meeting, the ILT will report out the work. After each ILT meeting, minutes will be sent out to the entire staff. ILT and team leaders will combine for leadership meetings.

5. Using the WIN data sheets collected from each team, the ILT will meet monthly to discuss areas of need, celebrate successes, define best practices and growth being made. The ILT will look for trends across each grade level (vertical articulation) to best help the school wide goal.

6. The ILT will continue to look at Learning Targets and how this will become the school wide goal for the year. ILT will get baseline data, chart trends, and start to develop professional development for the staff.

7. Since the ELA priority standards have been recently selected for each grade level and they have begun the work of creating a proficiency map, the ILT will build capacity with the staff around this work specifically in vertical articulation. Two grade levels have WIN for reading while the rest have WIN for math.

8. The staff will build capacity around the newly improved Student Support Team (SST) process and the relationship this has with Intervention. Members of the SST committee will share findings, improved documents and next steps. SSTs are a general education function and having a data driven, multi-tiered SST process led by general education teachers.

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8. The staff will continue to build capacity around the newly improved Student Support Team (SST) process and the relationship this has with Intervention. Members of the SST committee will share findings, improved documents and next steps. SSTs are a general education function and having a data driven, multi-tiered SST process led by general education teachers.

Action 11

	Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: Wiley Canyon **Wiley Canyon RTI Plan:** Our RTI/Tiered intervention program is designed to help students bridge the gap between their current level in academic areas and the grade level essential standards. Two curriculum specialists support students in Kindergarten. The curriculum specialists are deployed specifically through the push-in model to individual teachers for both ELA and mathematics. Three full-time intervention teachers are currently assigned to grade spans (1/2, 3/4, and 5/6). mathematics. The curriculum specialists communicate with classroom teachers to monitor student progress and instruction. Intervention teachers provide push-in intervention for mathematics and pull-out for English Language Arts (ELA). All students are individually evaluated at the beginning of each learning cycle to identify specific support during our Response to Intervention (RTI) Tiers II and III as defined below. Intervention groups are fluid as determined by individual teachers and Grade Level PLC teams depending upon student progress. All grade levels teams reorganize students 2 to 3 days a week for 30 to 40 minutes to provide designated support. Teachers work with students to improve reading fluency, academic and general vocabulary development, reading comprehension and foundational math concepts. Support is gradually withdrawn as students move towards independence. Benchmark Common Formative Assessments are used throughout the year to monitor progress in English Language Arts. Bridges Unit and CPM Chapter Assessments are used to monitor progress in mathematics. Grade level teams also develop Common Formative Assessments (CFAs) to drive their	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: Wiley Canyon During the 2018-19 school year the Wiley Canyon RTI Plan was as follows: Our RTI/Tiered intervention program is designed to help students bridge the gap between their current level in academic areas and the grade level essential standards. Two curriculum specialists supported students in Kindergarten and Grade 1. The curriculum specialists were deployed specifically through the push-in model to individual teachers for both ELA and mathematics. Two full-time intervention teachers worked with grade spans (1-3 and 4-6) The curriculum specialists communicated with classroom teachers to monitor student progress and instruction. Intervention teachers provided push in intervention for mathematics and pull out support for English Language Arts (ELA). All students are individually evaluated at the beginning of each learning cycle to identify specific support during our Response to Intervention (RTI) Tiers II and III as defined below. Intervention groups are fluid as determined by individual teachers and Grade Level PLC teams depending upon student progress. All grade levels teams reorganized students 2 to 3 days a week for 30 to 40 minutes to provide designated support. Teachers worked with students to improve reading fluency, academic and general vocabulary development, reading comprehension and foundational math concepts. Support is gradually withdrawn as students move towards independence. Benchmark Common Formative Assessments were used throughout the year to monitor progress in English Language Arts.	$0 - LCFF - Included in Goal 5 Action 1 (repeated expenditure)	$0 - LCFF

instruction.

In addition to intervention support provided during the day, through RTI, Wiley Canyon offers an Extended Day program. Students eligible for Extended Day are given additional instructional support after school on Mondays through Thursdays in grades 1-6. This after-school program offers eligible students 180 minutes of additional academic support weekly. Class sizes are limited to 8-10 students. Students in grades one through six qualify for Extended Day based on multiple measures including District unit assessments and grade level CFAs. Intervention teachers provide instruction to address foundational gaps in both English Language Arts and mathematics as indicated through data analysis.

Due to students socio-economic status and lack of resources at home, a technology extended day program is being offered to support students who do not have a computer or internet access at home. The schools computer lab is offered to students in grades 3-6 for one hour per week on Wednesdays. The technology extended day program is being facilitated by our Support Tech., Technology Specialist. Also, this year the Newhall School District has implemented the Home Connect program which provides Chromebooks for students to use at home in grades 5 and 6. Currently Wiley Canyon has issued 40 Chromebooks to students. Providing students with access to through use of the Chromebooks and the computer lab afterschool will provide access to online curriculum resources to support student learning needs.

Our Resource Specialist Teacher (RSP) supports our students with Individualized Education Plans (IEPs) through a pull-out model in both ELA and mathematics. The RSP teacher creates small groups of students based on common IEP goals in order to meet their individual needs. Students are provided the appropriate instructional time and days according to their IEP. IEP goals and accommodations are communicated to the classroom teacher in the beginning of the year in order to provide academic support in the general education classroom and RSP class. Goals are updated as needed in the IEP meetings including the special education team, classroom teacher, parent

Bridges Unit and CPM Chapter Assessments were used to monitor progress in mathematics. Grade level teams also developed Common Formative Assessments (CFAs) to drive their instruction.

In addition to intervention support provided during the day, through RTI, Wiley Canyon offered an Extended Day program. Students eligible for Extended Day are given additional instructional support after school on Mondays through Thursdays in grades 1-6. This afterschool program offers eligible students 180 minutes of additional academic support weekly. Class sizes are limited to 8-10 students. Students in grades one through six qualify for Extended Day based on multiple measures including District unit assessments and grade level CFAs. Intervention teachers provide instruction to address foundational gaps in both English Language Arts and mathematics as indicated through data analysis.

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and administrators.

Tier I - is quality classroom instruction based on the Common Core standards. Student progress is monitored using the teacher created Common Formative Assessments (CFAs), District Unit Assessments and Interim Assessments

Tier II - consists of research-based supplemental instruction and intervention for students not making sufficient progress in Tier I. Tier II includes teacher-directed team time where grade level grouped to focus on specific skills/concepts.

Tier 3 - Instruction and Intensive Intervention (ELA & Math)

Focus: Students who have not responded adequately to Tier 1 and Tier 2 instruction and interventions, or students, with extremely low screening scores, who require a more intensive program immediately.

Instructional Program/Goal: Scientific, research-based programs or instructional strategies designed to supplement, enhance and support the Tier I core curriculum while targeting student need. The instructional goal is to have at least 80% or higher of the student population at a benchmark level using the core curriculum, including differentiated instruction, and Tier 2 interventions. The immediate, short term instructional goal is to increase the students reading and math skills so that s/he will learn at an adequate rate with only Tier 1 and Tier 2 instruction.

Group size for intervention: 4-6 students in each group. It is important that the group members are at the same instructional level in order to provide intensive and focused intervention.

Frequency: 30-45 minutes a day of Tier 3 instruction, 3-5 days/week for a minimum of 4 6 weeks throughout the day and during Extended Day, in addition to the core instruction.

Setting: Depends on the need of the student, may be within (push-in) or outside of the classroom (pull-out).

Assessment: Progress monitoring (pre and post assessment) on the target skill. If student is significantly below grade level, grade level assessments and

days according to their IEP. IEP goals and accommodations were communicated to the classroom teacher in the beginning of the year in order to provide academic support in the general education classroom and RSP class. Goals were updated as needed in the IEP meetings including the special education team, classroom teacher, parent and administrators.

Tier I - is quality classroom instruction based on the Common Core standards. Student progress is monitored using the teacher created Common Formative Assessments (CFAs), District Unit Assessments and Interim Assessments

Tier II - consists of research-based supplemental instruction and intervention for students not making sufficient progress in Tier I. Tier II includes teacher-directed team time where grade level grouped to focus on specific skills/concepts.

Tier 3 - Instruction and Intensive Intervention (ELA & Math)

 Focus: Students who have not responded adequately to Tier 1 and Tier 2 instruction and interventions, or students, with extremely low screening scores, who require a more intensive program immediately.

Instructional Program/Goal: Scientific, research-based programs or instructional strategies designed to supplement, enhance and support the Tier I core curriculum while targeting student need. The instructional goal is to have at least 80% or higher of the student population at a benchmark level using the core curriculum, including differentiated instruction, and Tier 2 interventions. The immediate, short term instructional goal is to increase the students reading and math skills so that s/he will learn at an adequate rate with only Tier 1 and Tier 2 instruction.

 Group size for intervention: 4-6 students in each group. It is important that the group members are at the same instructional level in order to provide intensive and focused intervention.

 Frequency: 30-45 minutes a day of

instructional level assessments will be alternated. Exit criteria can be based on progress needed to reach benchmark goal by a certain time or on a rate-of-improvement goal.

At the end of each intervention cycle, intervention teachers will complete an intervention log which will include information about the focus of the intervention, the frequency and length, the results of the pre and post assessment, and any anecdotal notes. The intervention logs will serve as a way to communicate with the classroom teacher and parents, as well as track students who have previously received intervention by filing the form in their CUM file.

Interventionists: Curriculum Specialists and Intervention Teachers (during the day and extended day)

K - Curriculum Specialist pushes into classrooms both ELA and mathematics
1 - Intervention Teacher pushes in for mathematics and pulls out similar groups during RTI and Designated ELD
2 - Intervention Teacher pushes in for mathematics and pulls out similar groups during RTI and Designated ELD
3 - Intervention Teacher pushes in for mathematics and pulls out similar groups during RTI and Designated ELD
4 - Intervention Teacher pushes in for mathematics and pulls out similar groups during RTI and Designated ELD
5 - Intervention Teacher pushes in for mathematics and pulls out similar groups during RTI and Designated ELD
6 - Intervention Teacher pushes in for mathematics and pulls out similar groups during RTI and Designated ELD

The fundamental idea under the term differentiating instruction is to move students *forward* from wherever they are academically. Inasmuch as public schools are at times characterized as one size fits all, that characterization would never fit the Newhall School District. Listed below are the key processes of our schools program to: (1) elevate students who are performing below grade level to grade level proficiency; (2) accelerate students who are already at grade level proficiency, and; (3) support students identified as Gifted and Talented.

Identified GATE students will participate in the Wiley Canyon GATE Program which will include classroom differentiated instruction throughout the disciplines,

Tier 3 instruction, 3-5 days/week for a minimum of 4 6 weeks throughout the day and during Extended Day, in addition to the core instruction.

Setting: Depends on the need of the student may be within (push-in) or outside of the classroom (pull-out).

Assessment: Progress monitoring (pre and post assessment) on the target skill. If student is significantly below grade level, grade level assessments and instructional level assessments will be alternated. Exit criteria can be based on progress needed to reach benchmark goal by a certain time or on a rate-of-improvement goal. At the end of each intervention cycle, intervention teachers will complete an intervention log which will include information about the focus of the intervention, the frequency and length, the results of the pre and post assessment, and any anecdotal notes. The intervention logs will serve as a way to communicate with the classroom teacher and parents, as well as track students who have previously received intervention by filing the form in their CUM file.

Interventionists: Curriculum Specialists and Intervention Teachers (during the day and extended day)

K and 1 - Curriculum Specialists push into classrooms both ELA and mathematics, Intervention Teacher pulls out similar groups during RTI and Designated ELD.

2 - Intervention Teacher pushes in for mathematics and pulls out similar groups during RTI and Designated ELD

3 - Intervention Teacher pushes in for mathematics and pulls out similar groups during RTI and Designated ELD

participation in the Science Fair, school leadership opportunities, oral presentations and various other activities offered by the classroom teachers. In addition, students entering into the program in 4th grade will begin to develop their GATE portfolio, either digitally or in the form of a binder, to document and track their individual tasks and products. These portfolios will allow students to integrate knowledge, experience, and critical thinking skills across disciplines, topics, and concepts. Student projects will include an action research investigation and a Science Technology Engineering and Math (STEM) integrated project. With the help of the classroom teacher, students will determine the areas of enrichment they would like to focus on for the school year to allow for autonomy and creativity. Portfolios will be shared at student-led conferences at the end of the year where students will have the opportunity to showcase their portfolios with parents.

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement**	$10,865 - Federal Revenues - Title II - 1000-1999 Certificated Salaries - Support & build capacity of Instructional Leadership Teams at each site	$14,790 - Federal Revenues - Title II - 1000-1999 Certificated Salaries
Students to be Served: English Learners, Foster Youth, Low Income	Students to be Served: English Learners, Foster Youth, Low Income	$2,135 - Federal Revenues - Title II - 3000-3999 Employee Benefits - Support & build capacity of Instructional Leadership Teams at each site	$2,906 - Federal Revenues - Title II - 3000-3999 Employee Benefits
Scope of Service: LEA-wide	Scope of Service: LEA-wide		
Location: All Schools	Location: All Schools		
Support and build capacity of the Instructional leadership Teams (ILT) at each school site. In order for teacher leaders to flourish, certain characteristics and conditions are important. Teacher leaders need to develop the knowledge and skills needed to lead as well as the dispositions and attitudes to be recognized as leaders. There must also be opportunities for leadership in the school, and the ILT, with its focus on student learning and improving instruction, is a perfect opportunity to grow teacher leadership. The characteristics of team members listed below may be present or will be developed as the members of the ILT continue to grow and develop. Each ILT will meet at least once a month for up to 1.5 hours to collaborate and support instructional growth for teachers and administrators on an area of focus or	Instructional Leadership Teams met both at their school sites and at the district level during the 2018-19 school year as they developed the knowledge and skills as well as the dispositions and attitudes of leadership . At the school site, teams met on a schedule organized by their site leadership. At the district level they attended 4 all day workshops on leading the work of their RTI plans. They also attended 4 full day sessions on understanding the 5D instructional framework, observing and providing feedback and growing their practice as teacher leaders.		

problem of practice based on qualitative or quantitative data.				

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 California School Dashboard, as applicable.

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

Instructional Leadership Teams were supported at each school site during the 2018-19 school year. The ILT consisted of four teachers and site administrators. The primary goal of the ILT was to refine their system of supports at their school site to provide additional time and support for students who had performance gaps as well as enrichment for students who had demonstrated proficiency along the way. The ILT met with the RTI consultant four times during the school year. She continued to press on the school teams to refine their practices and get clearer around their expectations for all grade level teams. Schools provided intervention in math and/or ELA based on formative assessment data and District Benchmark assessments. Most sites are using a push-in model for additional support through small group instruction targeting students with similar gaps. The amount of additional intervention time a student receives varies from site to site.

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

The RTI structures in place at each school site vary in its effectiveness. However, overall the decrease in the number of students who need support each time there is an intervention cycle has decreased dramatically to only 12% of the student population. The most effective models have teams sharing students and the certificated classroom teachers providing structured Tier 2 support within the classroom where teams of teachers look at all students and regroup based upon the needs of students. A similarly effective model has a second certificated teacher providing additional targeted support in a pull-out model outside of the core instructional block. A few sites are using classified curriculum specialists to push-in to support the small group instruction. The greatest challenge within our system is the consistency of progress monitoring. We have reduced the number of students who remained in intervention for the majority of the year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As outlined each school site is responsible for their RTI plan . The primary area of difference is in the 4000s in which materials and supplies were not purchased as they may have been initially thought to have been needed.

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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

The intent of this goal will remain the same. Our intent is to address all of our achievement gaps that persist at sites on the ELA and math CAASPP assessments based upon the new LCFF Evaluation Rubrics. The current data based upon last year's accountability report is below:

District progress in ELA

EQUITY REPORT

Number of Student Groups in Each Color

Blue	Green	Yellow	Orange	Red
4	2	2	1	0

In terms of the new LCFF Evaluation Rubrics, the data yielded the following information on English Language Arts Progress:

As a District we received an orange rating in 1 student group (Students with Disabilities) Based on this information the District plans to improve these data points through the following actions: Review District unit assessment data to determine students who need additional time and support during

intervention time. (Goal 5 Action 1) Provide targeted support for our teachers who work with Students with Disabilities through support provide by a TOSA focused on SWD. (Goal 2 Action 15)

District progress in Math

Blue	Green	Yellow	Orange	Red
4	2	2	1	0

Based on this information the District plans to improve these data points through the following actions: Review District Interim assessment data to determine students who need additional time and support during intervention time. (Goal 5 Action 1) Provide targeted professional development for SDC teachers utilizing core curriculum with our Content TOSAs and the TOSA who is focused on SWD. (Goal 3 Action 5)

With the addition of funds and our board approved plan for the Low Performing Students Block Grant, we have added Action 13 to Goal 5. This is the only new action in this goal.

Goal 6

Increase the percentage of students attaining proficiency on District technology standards by 5 percentage points in the 2018-19 school year.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes
Local Priorities: Other indicators of student performance in required areas of study

Annual Measurable Outcomes

Expected	Actual
District Technology Priority Standards **2018-19** The percent increase on the number of students meeting or exceeding proficiency on each of the District priority standards at each grade will increase by 3 percentage points in comparison to prior year data.	The percent increase on the number of students meeting or exceeding proficiency on each of the 3-5 District priority standards at each grade increased by 6% in comparison to prior year data.

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
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Provide ongoing professional development and training on utilizing technology to support the priority standards at each grade level through after school training sessions.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools Provided on-going professional development and training on utilizing technology to support the priority standards at each grade level within the Bridges and CPM math curriculum, new ELA/ELD curriculum, and STEMscopes from our District coaches. Provided additional training on DreamBox and EADMS to teachers during after-school professional development training sessions. Site technology representatives were also trained in the use of Google Classroom.	$17,280 - Other State Revenues - 1000-1999 Certificated Salaries - Inst Staff Dev LotteryTraining provided by IVS, Dreambox, or EADMS on SMART boards, Safari Montage, Dreambox, EADMS, or other on-line resources $3,395 - Other State Revenues - 3000-3999 Employee Benefits - Inst Staff Dev Lottery Extra duty hourly benefits	$7,884 - Other State Revenues - 1000-1999 Certificated Salaries $1,470 - Other State Revenues - 3000-3999 Employee Benefits

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Deploy a site based technology support technician at each school.	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Deployed a site based technology support technician at each school .	$293,015 - LCFF - 2000-2999 Classified Salaries - Supplemental-10 FTE Support Tech salary $116,072 - LCFF - 3000-3999 Employee Benefits - Supplemental-Benefits for site support techs	$291,399 - LCFF - 2000-2999 Classified Salaries $117,688 - LCFF - 3000-3999 Employee Benefits

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All	$3,840 - Other State Revenues - 1000-1999 Certificated Salaries - Inst Staff Dev Lottery-hourly extra duty teacher	$0 - Other State Revenues - 1000-1999 Certificated Salaries $0 - Other State Revenues - 3000-3999 Employee

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Location: All Schools Review and revise technology priority standards for each grade level with District Technology Committee. Share revised standards with all grade level teachers.	Location: All Schools Revisited technology priority standards for each grade level with District Technology Committee. Kept current priority standards .	$755 - Other State Revenues - 3000-3999 Employee Benefits - Inst Staff Dev Lottery Benefits for teacher extra duty	Benefits

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Continue to provide additional library/media technician time at all 10 school sites to support student access to resources.	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Provided additional library/media technician time to insure that at all 10 school sites had a full-time position to support student access to resources.	$70,468 - LCFF - 2000-2999 Classified Salaries - Supplemental-Additional classified hourly salary $29,260 - LCFF - 3000-3999 Employee Benefits - Supplemental-Benefits on hourly library/media	$50,922 - LCFF - 2000-2999 Classified Salaries $20,277 - LCFF - 3000-3999 Employee Benefits

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: Specific Schools: TBD based on enrollment Allocate one additional classroom technology support specialist based on District-created formula that addresses the greatest needs.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: Specific Schools: Oak Hills and Pico Canyon Allocated one additional classroom technology support technician based on a District created formula that identified the sites with the greatest needs.	$41,127 - LCFF - 2000-2999 Classified Salaries - Base-1 FTE Support Technician $17,406 - LCFF - 3000-3999 Employee Benefits - Base-Benefits for 1 FTE Support Tech	$35,244 - LCFF - 2000-2999 Classified Salaries $9,713 - LCFF - 3000-3999 Employee Benefits

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All	$9,872 - Other State Revenues - 4000-4999 Books and Supplies - Provide Sutdents with Type to Learn to improve technology skills -	$9,872 - Other State Revenues - 4000-4999 Books and Supplies

Location: All Schools	Location: All Schools	Restricted Lottery	
Provide all students with access to Type to Learn, an on-line keyboard program to support student progress in meeting the NSD Grade Level Technology Standards.	Provided all students access to Type to Learn, an online keyboard program to support student progress in meeting the NSD Grade Level Technology Standards.		

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: McGrath, Newhall, Old Orchard, Peachland, and Wiley Canyon Provide students with home access to technology by providing sites with Chromebooks and wireless access points that students can checkout from their school for a week at a time through the NSD Home Connect Program.	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth Scope of Service: Schoolwide Location: Specific Schools: McGrath, Newhall, Old Orchard, Peachland, and Wiley Canyon Provided students with home access to technology by providing sites with Chromebooks and wireless access points that student can checkout from their school for a week at a time through the NSD Home Connect Program.	$28,750 - Federal Revenues - Title I - 4000-4999 Books and Supplies	$24,840 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses

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 California School Dashboard, as applicable.

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

The District has a ratio of 1:1 with technology devices for students in grades 3-6 and 2:1 for students in K-2. The District has a priority to create a 21st Century learning environment where students have access to technology and they know how to effectively use it. Each site has at least one site based technology support technician to support technology use in the classroom. . Each grade level has technology standards that are identified as priority and the technology committee reviewed them in the fall.   Each fall these standards are shared with teachers in order to collect baseline data. In the spring summative data is collected to determine growth at each grade level and determine the next steps as a system. This year in addition to the training that is offered through coaching and after school offerings, each site tech representative was trained in Google Classroom.   Each school site has a dedicated library/media specialist.

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

Teachers and students have the 1:1 devices so they can access technology on a daily basis in the upper grades. The site based technology support technicians have been critical in supporting, maintaining, and trouble shooting devices at sites. The standards are shared with teachers through the Technology Committee site reps. The library/media specialists have been instrumental in the deployment of our teacher and student resources. Google Classroom was use in many 6th grade classrooms and there is the development of a plan to support its use in additional classrooms during the upcoming school year. (Goal 6 Action 1)The increase of student growth in technology standards indicates that the actions are supportive of student learning. The 3 year growth is shown here.

Grade	16-17	17-18	18-19

Kindergarten	66%	72%	65%
1st	66%	61%	64%
2nd	72%	59%	64%
3rd	61%	67%	72%
4th	73%	84%	83%
5th	66%	68%	77%
6th	76%	63%	72%

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Technology training was not well attended and due to a lack of interest almost all were cancelled when the minimum number of teachers was not achieved. The one that was held only had 8 people attend. The work of the tech committee was not charged to the funds as listed. There was a vacancy for several months in the library/media position and that resulted in less payroll needed for that action. The difference in the site technician was a result of experience .

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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

The goal will remain the same as well as the targeted outcomes and actions with one slight modification. Goal 6 Action 1 remains the same in regards to technology training, however the addition of site based Google training will be provided as an additional focus area of teacher support.

Goal 7

Increase parent engagement and participation in school programs/activities by at least 3 percentage points as measured by participation in:

- Site/District LCAP meetings
- School site council meetings
- Site/District English Learner Advisory Council meetings
- PTA/PTO meetings
- District stakeholder meetings
- District surveys
- Gifted District Advisory Council meetings
- Parent conferences

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement
Local Priorities: Efforts to seek parent input for decisions at district and school site

Annual Measurable Outcomes

	Expected	Actual
School Effectiveness Surveys	**2018-19** The District will receive a total of 2200 school effectiveness surveys.	The District received 2,621 school effectiveness surveys.
Parent Volunteer Hours	**2018-19** Parent volunteer hours will total at least 77,500 for all 10 school sites.	Parent volunteer hours totaled 70,580.
Phone Messaging System	**2018-19** The District will send combined total of more than 1,200,000 email and phone messages to parents.	The district had a combined total of 1,417,622 email and phone messages to parents.
District fundraising efforts	**2018-19** School sites will raise more than $470,000 from PTA/PTO, Foundations, and other fundraisers.	During the 2018-19 school year, school sites raised a total of $464,150 dollars.
Fall parent conference attendance	**2018-19** All schools site will have have over 95% participation rate at fall conferences.	Parent participation at conferences was 94.4 %.

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
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Track and increase parent volunteer hours. Track annual fundraising by all sites and what the allocations were used for at the sites. Track percentage of parent attendance at fall conferences and at Back to School Night.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools Tracked parent volunteer hours. Tracked annual fundraising by all sites and what the allocations were used for at the sites. Tracked percentage of parent attendance at fall conferences and at Back to School Night.	$0 - No cost volunteer hours	$0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: LEA-wide Location: All Schools Provide a 8 hour bilingual Community Liaison to engage parents in their child's education and support community connections and outreach programs at our Title I Schools with the two highest unduplicated pupil count. Provide a 6 hour bilingual Community Liaison to engage parents in their child's education and support community connections and outreach programs at our three remaining Title I Schools. Provide a 4 hour bilingual Community Liaison to engage parents in their child's education and support community connections and outreach programs at our Non-Title Schools.	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners Scope of Service: LEA-wide Location: All Schools Provided a 8 hour bilingual Community Liaison to engage parents in their child's education and support community connections and outreach programs at our Title 1 Schools with the two highest unduplicated pupil count. Provided a 6 hour bilingual Community Liaison to engage parents in their child's education and support community connections and outreach programs at our 3 remaining Title 1 Schools. Provided a 4 hour bilingual Community Liaison to engage parents in their child's education and support community connections and outreach programs at our Non-Title Schools.	$217,215 - LCFF - 2000-2999 Classified Salaries - Supplemental-6.25 FTE Community Liaison salaries $80,570 - LCFF - 3000-3999 Employee Benefits - Supplemental-Benefits for 6.25 FTE Community Liaison	$237,748 - LCFF - 2000-2999 Classified Salaries $88,598 - LCFF - 3000-3999 Employee Benefits

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Provide NGSS parent workshops and parent engagement opportunities at DELAC and GDAC events	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Provided NGSS parent engagement nights (2) at GDAC and DELAC events.	$6,000 - LCFF - 4000-4999 Books and Supplies - Supplemental-Printing, translators, supplies, and child care	$8,618 - LCFF - 4000-4999 Books and Supplies

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Renew contract for website design with translation feature.	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Renewed contract for website design with translation feature.	$25,000 - LCFF - 4000-4999 Books and Supplies - Supplemental-Website renewal fees	$22,877 - LCFF - 4000-4999 Books and Supplies

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 California School Dashboard, as applicable.

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

Parent engagement is a high priority for the Newhall School District. Parents are highly involved in parent conferences, school events, and other District events. Sites tracked all events with parent sign-in sheets to document attendance. At District events, parents signed in by school site to help track attendance for sites as well. Each site had a bilingual community liaison based upon priority language needs of the site. The community liaison played an instrumental part in helping support parents and encourage parents to attend a variety of events. They also served as critical translators at the major District events. Three DELAC and three GDAC events were held at sites across the District, hosted by our Assistant Principals. The new website was used during the school year.

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

Parent Volunteer Hours: 70,580

Percent of Parents attending Fall Conferences: 94.4%

Parent Fundraising: $463,150

Based upon feedback , the community liaison position is a high priorities to maintain or add hours at Title I sites if funds are available.

Attendance at our DELAC and GDAC events continued to rise throughout the year. Feedback from parents has been overwhelmingly positive. The

three events for both DELAC and GDAC this year engaged students in the following: Science and Engineering Practices connected to NGSS Art Healthy Cooking The new website has standardized formats across the District which has helped parents navigate sites and when seeking LCAP feedback was given a 86% for positive impact.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The cost for the adjustment in community liaisons was less that expected but the action was fully achieved. The attendance at the GDAC and DELAC nights was much greater than expected and the cost was then higher for supplies.

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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

The goal, outcomes, and actions will remain the same.

Goal 8

Increase the average daily attendance rate for all students to at least 97.5% during the 2018-19 school year.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 5. Pupil engagement
Local Priorities: School Attendance and Chronic Absenteeism

Annual Measurable Outcomes

	Expected	Actual
Average daily attendance	**2018-19** Average daily attendance rate will be 97.5% or higher.	The average daily attendance is 96.4% .
Chronic absenteeism suppression rates	**2018-19** Chronic absenteeism suppression rates will be under 1% district-wide.	The current suppression rate is 2.01%.
Attendance closure rates	**2018-19** Attendance conference closure rates will remain 100% district-wide.	The atendance closure rates continues to be 100% district-wide.

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
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Student attendance and notifications to parents will be monitored by the district office using its current student information system. Students who begin to show a pattern of excessive absences will be addressed individually by site administrators and classroom teachers.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools Student attendance and notifications to parents were monitored by the district office using its current student information system. Students who began to show a pattern of excessive absences were addressed individually by site administrators and classroom teachers. In addition, with an awareness of the need to encourage schools to focus on attendance issues, sites were recognized for increasing their attendance month to month .		

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 California School Dashboard, as applicable.

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

The administrative assistant to the Superintendent of Business Services monitored the attendance data and reports in coordination with site administrators. Letters were mailed home and conferences were held with parents where attendance issues interfered with the learning of the student.

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

Based on the data below, the process proved to be effective but additional actions were planned to provide additional support for this area:

Chronic absenteeism suppression rates was 2.01% district-wide but did not meet the goal to be under 1%.

Attendance conference closure rates was 100% district-wide. District-wide and school enrollment ADA conversion rates were maintained or improved as measured by annual reports at all school sites.

The District-wide daily attendance rate was 96.4%, but did not meet the goal to be 97% or higher.

During the 2018-19 school year, while the attendance rate remained high, the slight decline was a concern.   Attendance concerns were shared at district level PTA, and SSC meetings in order to bring awareness and brainstorm potential actions. The district piloted an incentive program for sites that increased their attendance over the previous month. This started in early 2019 and has slowly started to increase attendance. In additon, the independent study process has been simplified and communicated to staff, teachers and parents in order to encourage parents who are taking their children out for family events to particpate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no costs associated with this goal.

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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

The intent of the goal and actions shall remain the same. The goal of 97.5% attendance shall remain and we will begin to monitor the action of the incentive attendance plan. We feel strongly that student engagement plays a critical role in attendance as well. We will continue to analyze our data from the California Healthy Kids Survey used as one of our metrics for the local indicator State Priority 6 LCFF Evaluation Rubric specifically looking at the following data:

At my school, teachers and other grown ups care about you- 90%

I feel close to people at school-67%

I feel safe at school-85%

The piloted incentive program will move into the plan for the new year as Goal 8 Action 2.

Goal 9

The suspension rate of students who need assistance to overcome behavioral and emotional obstacles to learning will be no more than .5% following implementation of a comprehensive District-wide counseling program and through implementing Positive Behavior Interventions and Supports.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 5. Pupil engagement; 6. School climate
Local Priorities: Student suspension rates and school connectedness

Annual Measurable Outcomes

	Expected	Actual
Discipline referrals	**2018-19** Reduce the number of discipline referrals by at least 5% as evidenced in Aeries discipline records.	The current number of discipline referrals decreased , however due to the implementation of the SWIS data system there was not always entry into Aeries. This may have impacted the numbers .
Suspensions	**2018-19** The total number of suspensions will be .5% or less.	In 2018-19, the total number of suspensions were **.0083 .** There were 57 offenses and enrollment was 6850.
Expulsions	**2018-19** Maintain zero expulsions as evidenced in Aeries discipline records.	Maintained zero explusions as evidenced in Aeries discipline records.

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
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Provide a comprehensive counseling program at each school site with 6 full-time counselors. Two Full-time counselors will serve targeted students that have the two highest percentage of unduplicated pupils. One Title I school will receive 3 full days of support and the other two will receive 2.5 days Our remaining schools will receive between 2-3 full days of counseling support.	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Provided a comprehensive counseling program at each school site by providing 6 counselors district- wide. Two full-time counselors were allocated to provide additional support at targeted schools that have the highest percentage of unduplicated pupils For the remaining Title 1 sites, 1 received 3 days of support and the other two received 2-3 full days, again based on unduplicated numbers. Our remaining schools will receive between 2-3 days of counseling support.	$373,444 - LCFF - 1000-1999 Certificated Salaries - Supplemental-5 FTE Counselors $114,342 - LCFF - 3000-3999 Employee Benefits - Supplemental-Benefits for 5 FTE counselor $0	$411,466 - LCFF - 1000-1999 Certificated Salaries $121,620 - LCFF - 3000-3999 Employee Benefits

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: McGrath, Meadows, Newhall, Oak Hills, Peachland, Pico Canyon, Stevenson Ranch, and Wiley Canyon Two school sites will establish a Positive Behavior Intervention Support (PBIS) team and will attend training to create an implementation plan for their site. Eight schools will continue with year two implementation of PBIS with a kick-off assembly and incentive program established by PBIS team.	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: All Schools Two school sites, Old Orchard and Valencia Valley established a PBIS team and attended training to create an implementation plan for their site.(Year 1). Eight schools continued with their year two implementation with kick-off assemblies and incentive programs.	$40,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Supplemental-Registration fee $33,097 - Other State Revenues - 1000-1999 Certificated Salaries - Inst Staff Dev Lottery-PBIS training sub costs $6,503 - Other State Revenues - 3000-3999 Employee Benefits - Inst Staff Dev Lottery-Benefits for PBIS training sub costs	$39,135 - LCFF - 5000-5999 Services and Other Operating Expenses $30,425 - Other State Revenues - 1000-1999 Certificated Salaries $5,670 - LCFF - 3000-3999 Employee Benefits

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Foster Youth Scope of Service: LEA-wide Location: All Schools All newly identified foster youth across the District will be seen for an initial intake by a counselor and a determination will be made as to the need for continued services.	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: Foster Youth Scope of Service: LEA-wide Location: All Schools All newly identified foster youth across the District were seen for an initial intake by a counselor and/or social worker. A determination was made for each student as to the need for continued services.	$0 - LCFF - 1000-1999 Certificated Salaries - No additional cost as this will be part of the district-wide counseling services. (repeated expenditure)	$0 - LCFF

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Sustain the district wide anti-bullying education program at all grades.	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools The district anti-bullying education program was sustained at all school sites.	$0 - LCFF - 1000-1999 Certificated Salaries - No additional cost as this will be part of the district-wide counseling services. (repeated expenditure)	$0 - LCFF

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: McGrath and Newhall Hire a full-time School Social Worker to be shared between McGrath and Newhall. The School Social Worker will provide school-based mental health services to students who experience difficulties in	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: McGrath and Newhall A full-time School Social Worker was hired and shared between McGrath and Newhall. The School Social Worker provided school-based mental health services to students who experienced	$42,420 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Social Worker position for two Title I schools - Title I & LCFF funding $14,377 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Social Worker position for two Title I schools - Title I & LCFF funding $42,420 - LCFF - 1000-1999 Certificated Salaries	$27,114 - Federal Revenues - Title I - 1000-1999 Certificated Salaries $10,002 - Federal Revenues - Title I - 3000-3999 Employee Benefits $27,114 - LCFF - 1000-1999 Certificated Salaries $10,002 - LCFF - 3000-3999 Employee Benefits

		$14,377 - LCFF - 3000-3999 Employee Benefits	
educational achievement because of social, emotional, adjustment and/or attendance issues in a Title 1 school setting. The Social Worker will also run groups with a variety of students and other stakeholders, and seek to secure a long-term solution to mental and emotional disorders and a wide variety of relationship issues that will support continuous improvement in student academic achievement. The Social Worker will also provide direct clinical and case management services to students and parents, provide consultation and in-service training to school site personnel, and develop plans to improve students well-being that will include follow-up procedures and evaluation targets. This work will support administrators, teachers, staff and parents in a collaborative effort to improvement positive student academic achievement outcomes by providing the mental health supports needed for students specifically attending Title 1 schools and programs.	difficulties in educational achievement because of social, emotional, adjustment and/or attendance issues in a Title 1 school setting. The Social Worker also ran groups with a variety of students and other stakeholders, and sought to secure a long-term solution to mental and emotional disorders and a wide variety of relationship issues that supported continuous improvement in student academic achievement. The Social Worker provided direct clinical and case management services to students and parents, provided consultation and in-service training to school site personnel, and developed plans to improve students well-being that included follow-up procedures and evaluation targets. This work supported administrators, teachers, staff and parents in a collaborative effort to improvement positive student academic achievement outcomes by providing the mental health supports needed for students specifically attending Title 1 schools and programs.		

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 California School Dashboard, as applicable.

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

School counselors are at all 10 school sites at least 2 days a week. Sites with the highest unduplicated pupil count were given additional counseling time. All 10 sites were trained and were in Year 1 planning (2 sites) or launching their program (8 sites) . To help support foster youth students in our system, counselors connected with each of these students to insure they felt connected and supported at their school. Counselors, teachers, and school administrators continue to train students on the prevention of bullying and what to do when bullying is observed.

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

Based upon feedback from our LCAP parent and teacher stakeholder meetings, school counselors is one of the highest priorities to maintain or increase if funding is available. Based on this feedback, the work that our counselors are doing is definitely making a positive impact on students on school climate and student social-emotional needs.At the 8 sites that launched PBIS teams the outcomes have been positive in impacting school environment and culture. Of those 8 sites all of them are eligible for PBIS state recognition at the bronze or silver level. Based on the California Healthy Kids Survey administered in 5th grade, 85% of all students feel safe at school, 94% report that teachers and other grown-ups make it clear that bullying is not acceptable (increase of 4%), and 91% (increase of 4%) report that teachers act on a report of bullying. During the 2018-19 school year counselors saw 3169 individuals, 1190 groups and conducted 374 classroom sessions. Classroom and group sessions increased over the 2017-18 year .

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Upon the hiring of the additional counselor for this year, the cost was higher due to experience.

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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Based upon stakeholder feedback and the reductions of referrals at sites with more counseling time, Goal 9 Action 1 will be modified reflect the placement of counselors at the sites with the most "high needs" students. This would be our Title 1 sites. Our PBIS sites will be continuing into their next year of implementation and this is reflected in Goal 9 Action 2) Goal 9 Action 6 has been added to provide a focused counselor to address

restorative practices, social emotional learning and social skills.

Goal 10

The Newhall School District will positively increase parent and student perception of school safety by at least 1 percentage point as measured by the revised School Effective survey and at least 2 percentage points on the California Healthy Kids survey administered to 5th grade students.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 5. Pupil engagement; 6. School climate
Local Priorities: Local measures used to ascertain safety

Annual Measurable Outcomes

	Expected	Actual
School Effectiveness Surveys	**2018-19** Improve by at least .5% on each key indicator from the School Effectiveness Survey.	Improved on key indicator 1 & 3 from the School Effectiveness Survey. Item 2 remained almost the same. 1. My child's school encourages me to participate in school activities. 95.6% of parents agree.(increase of 1.6%) 2. My child is excited about learning at school. 92.2% of parents agree. (decrease of .07) 3. My child's school teaches the California Content Standards in the basic academic areas. 96.0% of parents agree (increase of 7%)
California Healthy Kids Survey	**2018-19** California Healthy Kids Survey will yield the following data: - At least 90% of the students will report yes to "At my school, teachers and other grown ups care about you" - At least 75% of students will report yes to "I feel close to people at school" - At least 92% of students will report yes to "I feel safe at school"	90% of the students reported yes to "At my school teachers and other grown ups care about you." all of the time or most of the time. An additonal 9% reported some of the time. 67% of the students reported yes to " I feel close to people at school "all of the time or most of the time with and additional 29% stating they feel close 29% of the time. 85% of the students responded yes to " Do you feel safe at school " all or most of the time, with an additional 13% feeling safe some of the time.

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
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Administer California Healthy Kids Survey to fifth grade students to assess school climate, student resiliency and student perception of safety on school campuses.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: All Schools The California Healthy Kids Survey was administered to fifth grade students during February 2019. 66% of the students participated.	$1,280 - LCFF - 5000-5999 Services and Other Operating Expenses	$1,288 - LCFF - 5000-5999 Services and Other Operating Expenses

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: Specific Schools: TBD Replace low/damaged fence to provide a more safe and secure learning environment.	**For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: All Location: Specific Schools: Wiley Canyon One fence at Wiley Canyon needs to be completed.	$200,000 - Other Local Revenues - 6000-6999 Capital Outlay - Capital Reserve Fund	$15,777 - Other Local Revenues - 6000-6999 Capital Outlay

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: McGrath, Meadows, Newhall, Oak Hills,Peachland, Pico Canyon, Stevenson Ranch, and Wiley Canyon Two school sites will establish a Positive Behavior Intervention Support (PBIS) team	**For Actions/Services included as contributing to meeting Increased or Improved Services Requirement** Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: All Schools Two school sites established a Positive Behavior Intervention Support (PBIS) team, attended training and created an implementation plan for their sites. The remaining eight sites continues with their	$0 - LCFF - Included in Goal 9 Action 2 (repeated expenditure)	$0 - LCFF

and will attend training to create an initial implementation plan for their site. Eight schools will continue with year two implementation of PBIS.	year two implemtation.		

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 California School Dashboard, as applicable.

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

The California Healthy Kids Survey (CHKS) was administered earlier in the school year to 5th grade students which may have had an impact on student's true thinking on the questions being asked. Previously it was done at the very end of the year. Eight schools launched their PBIS structures and programs.. The two remaining sites will be launching in 2019-20. The one remaining school which needs fencing completion is scheduled to move forward in 2019-20.

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

Most parents and community members were very appreciative of the increased fencing at school sites . 66% of the 5th grade students took the Healthy Kids Survey which is a 16% increase over the previous year. Parents continue to have concerns about allowing their children to take the survey. For the PBIS teams that launched their programs, there were positive outcomes in culture and climate. The teams monitored and moved forward with program components and were eligible for either a bronze or silver state recognition for their implementation . The two remaining school site. PBIS teams have finalized their collective commitments and are ready to launch PBIS in that fall of 2019-20.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The fencing at Wiley Canyon was delayed until the 2019-20 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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

There will not be any changes to the goal or metrics . In Goal 10 Action 3 our PBIS sites will be continuing into their next year of implementation and this is reflected in that action step.

Stakeholder Engagement

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?

With an approved 2017-18 LCAP, the Newhall School District commenced the 2017-20 year 3 plan update process starting with site-by-site stakeholder meetings held in January of 2019 that mirrored the revamped process from 2017-18 to solicit more feedback and ownership. Feedback was provided through the use of both an in person online survey as well as one posted on our website. Stakeholder participants included parents, parent organization (e.g., School Site Council, District English Learner Advisory Committee, PTA/PTO) representatives, teachers, classified staff, site administrators, the governing board and District administrators. At these meetings, which District Administrators attended, stakeholders received a presentation on the 2017-2020 plan implementation (review of State priorities, review of goals and actions to address those priorities, review of expenditures in support of goals and actions and a review of progress toward attaining goals specified therein) and then, through a facilitated process, provided feedback on the actions we had taken towards our goals and their perceived impact on student achievement. In addition, they identified needs for 2017-20 in alignment with the eight State priorities.In addition to these formal feedback sessions a consultation was conducted with the SELPA Director and planned actions of support for Special Education students were addressed. (Goal 2 Actions 15,16,17,18)

A District-wide total of 519 stakeholders attended these meetings, an increase of 221 participants from the prior year.

In April of 2019, student councils at each site learned about the LCAP as a State initiative, reviewed the 2017-20 plan components and then participated in a facilitated activity identify and prioritize components for the 2019-20 update. For these meetings the District prepared a "student-friendly" Power Point presentation and students also participated in an online survey. A total of 246 students participated

The overall outcome for this process is as follows:

	Significant Impact	Some Impact	Minimal Impact	No Impact	
Basic Needs					
Training for New Teachers	83%	13%	3%	1%	
Online instructional materials such as Raz Kids and Safari Montage	45%	45%	9%	1%	
Suggestions: Replace aging microphone systems, train substitutes, additional IT support, safety considerations, ongoing training for teachers outside of day, PE teacher, fencing, restroom repair for staff					
Common Core Standards					
Maintenance of core programs	90%	9%	1%	0%	
Math Coach	52%	23%	15%	10%	
Consumable math materials	73%	22%	4%	1%	
Science Coaches	50%	30%	15%	5%	
Literacy/ELD Coaches	44%	29%	17%	10%	
STEMScopes Science Curriculum	44%	31%	18%	7%	
Science Lab Technician	69%	23%	6%	2%	
Additional Art Teacher	81%	14%	3%	2%	
Theater Residencies	57%	30%	8%	5%	
Hip Hop Residencies	55%	26%	14%	5%	

Expand Kennedy Arts/TEAL	41%	40%	15%	3%
Revise Assessments	71%	21%	6%	2%

Suggestions: PE teacher, Science teacher, Technology teacher, more arts (primary grades), training in ELD for TK-2 teachers, teach students to be multilingual, foreign language, update report cards, update SMART Boards, Expand Google classroom

Student Achievement				
Data analysis through EADMS	69%	26%	4%	1%
Focused AP time (intervention/data)	74%	19%	6%	1%
Inquiry cycles on student achievement	57%	30%	10%	3%
Instructional Leadership Teams (ILT)	52%	31%	13%	4%
ILT Training	40%	34%	19%	7%

Suggestions: Training outside of school day, English classes for parents, DLI at all campuses, Additional coaches, RSP primary/RSP intermediate teachers, hire instructional aides, RTI/struggling readers;

Access to Courses				
English Learner Lead Teacher	46%	33%	16%	5%
ELD training	49%	31%	14%	6%
Assess incoming Kinder students in summer	69%	23%	7%	1%
Train new teachers in GLAD	50%	35%	10%	5%
GLAD refreshers	37%	37%	20%	6%
Site bilingual supports (ELAAS)	52%	31%	12%	5%
PD Plan for SDC & RSP Teachers	73%	18%	7%	2%
Collaboration time for SDC/RSP staff and the district office	62%	26%	9%	3%
Math Workshops for Special Ed Teachers	56%	29%	12%	3%
Targeted ELA coaching for Special Ed Teachers	53%	27%	12%	8%
Targeted instructional support through response to intervention models.	66%	26%	7%	1%

Suggestions: SDC differentiation PD, More ELD training, More SDC staff, Inclusion, Newcomer program, GLAD, bilingual aides, progress monitoring assessments, reclassification ceremony, field trips, dual language programs, parent education, more intervention support, embedded classroom supports, after school tutoring,

Other Student Metrics				

Professional development on technology to support core technology standards	50%	34%	13%	3%
Site based technology technician	85%	12%	2%	1%
Additional library/media time	83%	13%	3%	1%
One additional technology technician	59%	27%	9%	5%
Suggestions: Assess technology more frequently, 1-1 devices for all grades, focus on tech use and safety, expand use of Google classroom and Type to Learn, support in Benchmark online , parent tech nights, update school technology, tech training.				
Parent Involvement				
Track and increase parent volunteer hours	44%	39%	14%	3%
Bilingual community liaison	71%	19%	7%	3%
GDAC and DELAC nights	49%	37%	12%	2%
Website translation service	46%	32%	15%	7%
Suggestions: Increase community liaison hours, continue parent outreach, hire more translators, improve parent communication about events, conduct a study of high volunteer sites vs low, parent university, districtwide PTA, not individual sites, more family events				
Student Engagement				
Attendance notifications to parents	79%	17%	4%	0%
Suggestions: student recognitions, home study option, hire a person dedicated to attendance, full time counselor at sites, teacher home visits, provide parent transportation.				
School Climate				
Comprehensive counseling program at sites	84%	14%	2%	0%
Positive Behavior Support Teams	60%	30%	8%	2%
Counselor intake for foster youth	78%	18%	3%	1%
Anti-bullying education	70%	23%	6%	1%
Healthy Kids Survey in grade 5	35%	35%	16%	14%
Suggestions: comprehensive discipline program, parent counselor, more PBIS support, full time counselor at all sites, improve parent communication about programs, better supervision, behavior RTI , trauma informed PD, BSS, school pantry, wrap around services, better food, communicate safety plans, consistent teacher discipline/expectations, fencing and electronic access needed, armed campus security, more fun events, crossing guards, peep holes in doors.				

Student feedback indicated that student valued and want to continue all current actions. Suggestions for new actions included additional types of after school activities , more library books, more homework help and additional art residencies (Goal 2 Action 10).

On May 28, 2019, the Newhall School District Governing Board received a formal progress report on the plan update. This report included a review of the numerous ways stakeholders have been able to review the updated plan, a summary of feedback on the plan's updated proposed goals, actions and expenditures and a review of the "going forward" process (continued opportunity to review and comment up to and including the June 11, 2019 public hearing) that culminates with the Board's June 25, 2019 approval of the updated plan.

On May 23, 2019, the emerging updated plan was presented by the Superintendent and Assistant Superintendent of Instruction to a District-wide stakeholder (Parent Advisory) committee comprised of representatives of each site's English Learner Advisory Committee parent chair(s), School Site Council chair(s), PTA/PTO chair(s), Also in attendance were each site's administrators as well as District administrators and Board members..

Draft update components were presented with feedback/recommendations solicited. On May 24th, District representatives consulted with officers and the employees they represent from each of the classified (Newhall Educational Support Professionals-NESP) and certificated (Newhall Teachers Association-NTA) bargaining units. In the consultation, draft update components were presented with feedback/recommendations solicited.

On May 31, 2019, the District notified stakeholders (auto-calls, emails, website and Facebook postings) that a penultimate draft of the 2017-2020 Year 2 LCAP (English and Spanish) would available for review and comment, both at the District's website and in print copy at the school sites. Stakeholders were advised that they could e-mail the Superintendent with LCAP questions via an e-mail link on the District website and he would respond in writing. Also posted on the website was a Power Point presentation that summarizes the update process and lists 2017-20 Year 3 goals and priorities, reflective of the draft. The presentation can be found at: www.newhallschooldistrict.net/. In the same notice, the District announced the Governing Board's June 11, 2019 public hearing on the final LCAP.

On June 6, 2018, the Newhall School District Governing Board posted an official notice of its June 11, 2018 public hearing on the final LCAP draft. The notice was posted through multiple local media (Santa Clarita Valley Signal, Santa Clarita Valley TV/website, KHTS radio/website), through home/school communications (email, automated phone calling) and on the District's website and on Facebook page.

Impact on LCAP and Annual Update

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

The impact of the involvement process set forth above is as follows:

At the site stakeholder meetings, participants revisited the State priorities, learned about how those priorities are funded through the Local Control Funding Formula (LCFF) and learned about the 2018-19 goals and the actions put in place to reach goals. Participants, by a significant majority, affirmed both the goals and the actions, particularly goals and actions in support of implementing the California State Standards, school-based counseling, augmented technology to support learning, and a host of intervention programs to help students attain grade level proficiency. Participants also affirmed, per the 2018-19 LCAP, the addition of a second credentialed art teacher, a Teacher on Special Assignment for developing the District's science program (under the Next Generation Science Standards). Overall, because the 2017-2020 LCAP incorporated many stakeholder recommendations that, cumulatively, are intended to increase achievement for targeted student groups, stakeholders were disinclined to recommend any changes until further data is collected over multiple years.

In the consultations with student councils (held at each site), the predominant student requests included: (1) more art lessons from the District's credentialed teachers; (2) increased technology access (albeit every grades 3-6 student has his/her own laptop device all day and, for grades K-2, there is one laptop for every two students), and; (3) more hands-on science activities. As concerns hands-on science, the District continues to to develop its NGSS-based program through comprehensive professional development and through use of STEMScopes, currently the best NGSS-based publisher program available. The two District's science Teacher on Special Assignment (TOSA) have demonstrated remarkable farsightedness in her work, laying the groundwork for student success in the classroom and on the State's new science assessment, the California Science Test.

In recommendations for future actions to be incorporated into the 2019-20 plan, stakeholder focused on several areas. First the expansion of counselors to provide additional support in the area of social emotional learning and restorative justice. Also, the needs of our students in special education were addressed in several actions. The additional of a TOSA who will work with teachers to ensure access to core for students with special needs, the creation of an inclusive collaborative to examine inclusive practices and make recommendations for next steps, and the addition of a special education pre-school teacher to allow for greater support in assessing and meeting student needs.

A final area of concern was equity. As a result, a district-wide day of professional learning is planned along with 3 professional learning days for all Instructional Leadership Teams and site administrators during the 2019-20 year.

In sum, stakeholders continue to influence the type and number of programs and services that work in concert to improve student outcomes. The thoroughness of the stakeholder engagement process, detailed above, has allowed to the District to draw a straight lines that connect data analysis, stakeholder education/consultation and Year 3 LCAP elements.

On June 11, 2019 the Board held its public hearing on the LCAP. There were one question and no recommendations for changes.

On June 25, 2019 the Board adopted the 2017-20 Newhall School District Year 3 LCAP.

Goals, Actions, & Services

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

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

Unchanged Goal

Goal 1

All Newhall School District students will be taught by a properly credentialed teacher, have access to standards-aligned instructional materials, and attend class in school facilities that are kept in good repair during the 2019-20 school year.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards
Local Priorities: Rate of teacher misassignments, student access to standards-aligned instructional materials, school facilities in good repair

Identified Need:

The district used the following process to identify the needs: Consulted with Human Resources Department to review assignment monitoring and reporting system and determined that 100% of the teachers are properly credentialed Consulted with school site councils and other advisory committees through LCAP process and determined that parents would like highly trained teachers with the best resources to support their child's learning in math, ELA, and science. Recorded zero Williams complaints based upon quarterly reports to the Governing Board . Held LCAP stakeholder meetings where participants shared feedback on current resources

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teacher assignment	100% correct teacher assignment based on staffing assignments from Human Resources	Maintain 100% correct teacher assignment based on staffing assignments from Human Resources	Maintain 100% correct teacher assignment based on staffing assignments from Human Resources	Maintain 100% correct teacher assignment based on staffing assignments from Human Resources
Maintain school facilities	zero Williams complaints to Governing Board	Maintain zero Williams complaints to Governing Board	Maintain zero Williams complaints to Governing Board	Maintain zero Williams complaints to Governing Board
Aligned instructional materials	Utilize CCSS-aligned ELA, mathematics, and other content instructional materials and resources in 100% of the classrooms.	Utilize CCSS-aligned ELA, mathematics, and other content instructional materials and resources in 100% of the classrooms.	Utilize CCSS-aligned ELA, mathematics, and other content instructional materials and resources in 100% of the classrooms.	Utilize CCSS-aligned ELA, mathematics, and other content instructional materials and resources in 100% of the classrooms.

Planned Actions / Services

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

Action 1

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	**2018-19** Select from New Action, Modified Action, or Unchanged Action:	**2019-20** Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Modified Action	Unchanged Action
Implement newly adopted District-wide CCSS aligned ELA/ELD curriculum Grade K-6 at all 10 school sites and train all new teachers on Bridges/CPM math resources.	Train new teachers on the CCSS-aligned ELA/ELD and math curriculum.	Continue to train new teachers on the CCSS-aligned ELA/ELD and math curriculum.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$99,190	$75,000	$12,500
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	1000-1999 Certificated Salaries; Inst Staff Dev Lottery Training on new ELA/ELD materials (Substitute teacher costs) for all teachers TK-6.	1000-1999 Certificated Salaries; Inst Staff Dev Lottery Training on ELA/ELD materials	1000-1999 Certificated Salaries; Inst Staff Dev Lottery Training on ELA/ELD materials
Amount	$7,900	$5,000	$5,000
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	4000-4999 Books and Supplies; Supplemental Materials-Restricted Lottery	4000-4999 Books and Supplies; Supplemental Materials-Restricted Lottery	4000-4999 Books and Supplies; Supplemental Materials-Restricted Lottery

	funding	funding	funding
Amount	$17,701	$14,737	$2,500
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	3000-3999 Employee Benefits; Inst Staff Dev Lottery benefit costs	3000-3999 Employee Benefits; Inst Staff Dev Lottery benefit costs	3000-3999 Employee Benefits; Inst Staff Dev Lottery benefit costs

Action 2

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

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	New Action	Modified Action
Create a District Next Generation Science Standards (NGSS) Implementation Committee comprised of 1 teacher from each school, the District Science coach, 2 Principals, and the Assistant Superintendent of Instruction.	Commence process of committee inspection of available Next Generation Science Standards (NGSS)-aligned science instructional materials for grades K-6 through the NGSS Implementation Committee.	NGSS Implementation Committee continues to meet to oversee implementation of new NGSS resources and provide recommendations for support.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$1,920	$2,880	$2,880
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	1000-1999 Certificated Salaries; Inst Staff Dev Lottery Committee to review NGSS materials to pilot in 2018-19	1000-1999 Certificated Salaries; Inst Staff Dev Lottery Committee to review pilot	1000-1999 Certificated Salaries; Inst Staff Dev Lottery Committee to review pilot
Amount	$343	$566	$578
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	3000-3999 Employee Benefits; Inst Staff dev Lottery Benefits extra hourly	3000-3999 Employee Benefits; Inst Staff dev Lottery Benefits extra hourly	3000-3999 Employee Benefits; Inst Staff dev Lottery Benefits extra hourly

Action 3

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	**2018-19** Select from New Action, Modified Action, or Unchanged Action:	**2019-20** Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
Provide on-line instructional materials resources at all 10 schools. Resources designed to support differentiation to meet the needs of all students.		

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$63,574	$65,130	$131,797
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	4000-4999 Books and Supplies; Restricted Lottery Subscription to one year Reading A-Z; one year Razz Kids;one year Safari Montage	4000-4999 Books and Supplies; Restricted Lottery Subscription to one year Reading A-Z; one year Razz Kids;one year Safari Montage	4000-4999 Books and Supplies; Restricted Lottery Subscription to one year Reading A-Z; one year Razz Kids;one year Safari Montage

Action 4

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

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
Human Resources Department will review assignment monitoring and reporting system to ensure 100% of the teachers are properly credentialed.		

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; No additional Costs as this is part of the Certificated Human Resources Technician's job responsibilities.	2000-2999 Classified Salaries; No additional costs as this is part of the Certificated Human Resources Technician's job responsibilities.	2000-2999 Classified Salaries; No additional costs as this is part of the Certificated Human Resources Technician's job responsibilities.

Action 5

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

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
Quarterly monitoring and reporting to the Governing Board on the Williams Act report from the Executive Assistant to the Superintendent.		

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; No additional cost as this is part of the job description of the Executive Assistant to the Superintendent.	2000-2999 Classified Salaries; No additional cost as this is part of the job description of the Executive Assistant to the Superintendent.	2000-2999 Classified Salaries; No additional cost as this is part of the job description of the Executive Assistant to the Superintendent.

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

Unchanged Goal

Goal 2

Instruct and assess students in grades TK-6 based on all California State Academic Standards and English Language Development standards during the 2019-20 school year.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access Local Priorities: Implementation of academic content and performance standards for all students as adopted by the State Board of Education

Identified Need:

The District used the following process to identify the need:

During stakeholder meetings with parents, teachers, and students, the following were identified as the highest priorities:

- Ensure students receive the highest quality instruction from teachers, especially in the areas of math and science.
- Provide students more hands-on learning experiences in science
- Ensure students have opportunities to engage in physical fitness activities
- Provide more students with opportunities to participate in visual art
- Reviewed the percentage of students meeting proficiency on unit assessments in ELA and math at benchmark grade levels (1st,3rd, & 6th).
- Proficiency percentages are shown in the table below: 2018-19 1st, 3rd, and 6th grade Unit Assessment data in math:
- 2018-19

Grade/Math	Unit 1	Unit 3	Unit 5	Unit 7
1st	91	90	91	tbd
3rd	78	76	90	tbd
6th	61	75	73	78

- 1st, 3rd, and 6th grade Trimester Assessment data in ELA:

Grade/ELA	Trimester 1	Trimester 2	Trimester 3
1st	76	76	tbd
3rd	58	65	CAASPP
6th	59	52	CAASPP

- Based on the unit assessment data in math and the trimester assessment data in ELA, the District wants to increase the percentage of students that are proficient.

On District ELA and math assessments in grades 1-6 the performance gap continues to exist but we teachers are working intentionally with their teams and our District coaches to provide additional learning time through WIN cycles (What I need time) for students who need more support.Performance gaps on district ELA and math assessments in grades 1-6 at each grade level are shown below:

Grade	16-17 ELA Gap	17-18 ELA Gap	18-19 ELA Gap	16-17 Math Gap	17-18 Math Gap	18-19 Math Gap

1	EL-10%	EL-13%	EL-12%	EL-4%	EL-2%	EL-8%
2	EL-6%	EL-11%	EL-9%	EL-6%	EL-9%	EL-6%
3	EL-16%	EL-11%	EL-20%	EL-10%	E:-10%	EL-14%
4	EL-15%	EL-20%	EL-21%	EL-11%	EL-15%	EL-18%
5	EL-18%	EL-22%	EL-23%	EL-12%	EL-13%	EL-16%
6	EL-21%	EL-21%	EL-21%	EL-17%	EL-21%	EL-10%

There continues to be a need to support the achievement of students in English Language Arts and English Learners, and Students with Disabilities in particular.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Implementation of state standards	Instruct and assess students in grades TK-6 based on California Common Core State Standards (CCSS), state content standards, and English language development standards based on teacher survey data in 2016-17.	Instruct and assess students in grades TK-6 based on California Common Core State Standards (CCSS), state content standards, and English language development standards based on teacher survey data. Increase each area by 5% until at 100%.	Instruct and assess students in grades TK-6based on California Common Core State Standards (CCSS), state content standards, and English language development standards based on teacher survey data.Increase each area by 5% until at 100%	Instruct and assess students in grades TK-6 based on California Common Core State Standards (CCSS), state content standards, and English language development standards based on teacher survey data. Increase each area by 5% until at 100%.
	Content Area Standards / % of teachers who plan lessons aligned to standards / % of teachers who use assessments aligned to standards ELA — 100 — 99 ELD — 87 — 71 Math — 100 — 99 Science — 99 — 82 Social Studies — 96 — 81 Health & Physical Education — 87 — 62 Fine Arts — 74 — 51			
District benchmark assessments	**2016 - 2017 1st, 3rd, and 6th Grade Unit Assessment Data in math** Grade/Math — Unit 1 — Unit 3 — Unit 5 — Unit 7 1st — 89% — 90% — 94% — 89%	Increase by at least 3% on each assessment based on data from EADMS. 100% of teachers	Increase by at least 3 percentage points on each assessment based on data from EADMS. 100% of teachers will meet 200 minutes of PE instructional	Increase by at least 3 percentage points on each assessment based on data from EADMS. 100% of teachers will meet 200 minutes of PE instructional

3rd	37%	54%	68%	78%	will meet 200 minutes of PE instructional minutes every ten days.
6th	64%	57%	64%	58%	

2016-17 trimester assessment in ELA for grades 1st, 3rd, and 6th.

Grade/ELA	Trimester 1	Trimester 2	Trimester 3
1st	94%	89%	85%
3rd	49%	66%	62%
6th	59%	71%	79%

2016-17 PE Data

Total Number of Teachers	Number of teachers who met 200 minute state requirement based on electronic reporting system
280	280

minutes every ten days.

minutes every ten days.

Planned Actions / Services

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

Action 1

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

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

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

Actions/Services

2017-18	2018-19	2019-20
Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
Provide and maintain required areas of study for: *English-language arts *Mathematics *Science/Health *History/Social Science *Physical Education *Visual and Performing Arts		

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$23,397,721	$21,854,576	$24,227,124
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; All components of the base instructional	1000-1999 Certificated Salaries; All components of the base instructional	1000-1999 Certificated Salaries; All components of the base instructional

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	program excluding special education	program excluding special education	program excluding special education
Amount	$5,772,924	$6,397,385	$7,225,479
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; All components of the base instructional program excluding special education	2000-2999 Classified Salaries; All components of the base instructional program excluding special education	2000-2999 Classified Salaries; All components of the base instructional program excluding special education
Amount	$8,277,787	$8,664,688	$9,211,065
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; All components of the base instructional program excluding special education	3000-3999 Employee Benefits; All components of the base instructional program excluding special education	3000-3999 Employee Benefits; All components of the base instructional program excluding special education

Action 2

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

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Modified Action	Unchanged Action
Provide all teachers long-term sustainable support in implementing the Common Core State Standards in Math and technology integration. The Newhall School District will continue with three math coaching positions (Teacher on Special Assignment [TOSA]). The TOSAs will be responsible for: 1. Supporting the implementation of the Bridges and CPM math curriculum. 2. Deepening teacher knowledge of the standards by helping teachers "unpack" standards 3. Modeling lessons that integrate the instructional shifts and research based instructional practices. 4. Coaching teachers to: -Be a facilitator of learning -Maximize the use of academic discourse -Utilize formative assessment data -Create a 21st Century Classroom using Collaboration, Critical Thinking, Creativity, and Communication 5. Supporting technology integration as an instructional tool 6. Creating systems for analyzing assessment data	Provide all teachers long-term sustainable support in implementing the Common Core State Standards in math and technology integration. The Newhall School District will continue with a math coaching position (Teacher on Special Assignment [TOSA]). The TOSAs will be responsible for: 1. Supporting the implementation of the Bridges and CPM math curriculum. 2. Deepening teacher knowledge of the standards by helping teachers "unpack" standards 3. Modeling lessons that integrate the instructional shifts and research based instructional practices. 4. Coaching teachers to: -Be a facilitator of learning -Maximize the use of academic discourse -Utilize formative assessment data -Create a 21st Century Classroom using Collaboration, Critical Thinking, Creativity, and Communication 5. Creating systems for analyzing assessment data	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$254,682	$89,039	$0

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Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Supplemental 3.0 FTE Teacher on Special Assignment(TOSA)	1000-1999 Certificated Salaries; Supplemental 2.0 FTE Teacher on Special Assignment(TOSA)	1000-1999 Certificated Salaries; Supplemental 2.0 FTE Teacher on Special Assignment(TOSA)
Amount	$69,610	$25,549	$0
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Supplemental 3.0 FTE Math TOSAs Benefits	3000-3999 Employee Benefits; Supplemental 2.0 FTE Math TOSAs Benefits	3000-3999 Employee Benefits; Supplemental 2.0 FTE Math TOSAs Benefits

Action 3

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

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools, Specific Grade Spans: 6th Grade

OR

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

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Modified Action	Modified Action
Provide all 6th grade teachers will deeper math content training through standards alignment training with a Solution-Tree math consultant. Teachers will spend three full days during the course of the year unwrapping standards for upcoming chapters, looking at the importance of formative assessments, and then taking actions as a team to support struggling learners.	New 6th grade teachers will work with District math coaches to gain deeper math content training through standards alignment training. Teachers will spend time during the course of the year unwrapping standards for upcoming chapters, examining formative assessments, and then taking actions to support struggling learners.	New 6th grade teachers will attend CPM training and be paired with a peer to assist them during the first year of their curriculum implementation. With their grade level team members they will engage in planning by unwrapping standards for upcoming chapters, examining formative assessments, and then taking actions to support struggling learners. (Goal 2 Action

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$11,385	$9,999	$9,999
Source	Teacher Effectiveness	Other State Revenues	Other State Revenues
Budget Reference	1000-1999 Certificated Salaries; Ed Eff Teacher Subs CPM training	1000-1999 Certificated Salaries; Inst Staff Dev Lottery-extra duty hourly teacher costs	1000-1999 Certificated Salaries; Inst Staff Dev Lottery-extra duty hourly teacher costs
Amount	$2,032	$1,965	$2,007
Source	Teacher Effectiveness	Other State Revenues	Other State Revenues
Budget Reference	3000-3999 Employee Benefits; Ed Eff CPM Training Benefits subs	3000-3999 Employee Benefits; Inst Staff Dev Lottery-CPM training	3000-3999 Employee Benefits; Inst Staff Dev Lottery-CPM training

	benefits extra duty	benefits extra duty
Amount	$0	$0	$3,000
Source			Other State Revenues
Budget Reference			5000-5999 Services and Other Operating Expenses; CPM Workshop and Mileage

Action 4

Students to be Served:

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

All

Location(s):

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

All Schools

OR

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Unchanged Action	Modified Action
Provide students with access to required consumable materials for continued implementation of Bridges and CPM resources.		Provide students with access to required consumable materials for continued implementation of Bridges , CPM and Benchmark resources.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$63,913	$50,000	$60,000
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	4000-4999 Books and Supplies; Rest Lottery Consumable math materials	4000-4999 Books and Supplies; Rest Lottery Consumable math materials	4000-4999 Books and Supplies; Rest Lottery Consumable math materials

Action 5

Students to be Served:

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

Location(s):

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

OR

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

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Modified Action	Unchanged Action
Provide teachers long term sustainable support in implementing the upcoming Next Generation Science Standards (NGSS) and technology integration in classroom activities and science labs. The Newhall School District will retain a Teacher on Special Assignment (TOSA) position to lead the District planning and implementation on the Next Generation Science Standards in grades 3-5 during the 2017-18 school year. The TOSA will be responsible for: 1. Implementing a District-wide K-6 NGSS framework 2. Training and supporting science curriculum specialists at all school sites 3. Modeling lessons that integrate the instructional shifts 4. Coaching teachers to: -Be a facilitator of Learning -Maximize the use of Academic Discourse -Utilize formative assessment data -Create a 21st Century Classroom using Collaboration, Critical Thinking, Creativity, and Communication 5. Supporting technology integration as an instructional tool 6. Creating systems for analyzing assessment data 7. Leading review of potential NGSS aligned resources	Provide teachers long term sustainable support in implementing the upcoming Next Generation Science Standards (NGSS) and technology integration in classroom activities and science labs. The Newhall School District will retain two Teacher on Special Assignment (TOSA) positions to lead the District planning and implementation on the Next Generation Science Standards in grades 1-5 during the 2017-18 school year. One position will support primary teachers and one position will support upper grade teachers. The TOSA will be responsible for: 1. Implementing a District-wide K-6 NGSS framework 2. Training and supporting science curriculum specialists at all school sites 3. Modeling lessons that integrate the instructional shifts 4. Coaching teachers to: -Be a facilitator of Learning -Maximize the use of Academic Discourse -Utilize formative assessment data -Create a 21st Century Classroom using Collaboration, Critical Thinking, Creativity, and Communication 5. Creating systems for analyzing assessment data 6. Leading review of potential NGSS aligned resources	Provide teachers long term sustainable support in implementing the upcoming Next Generation Science Standards (NGSS) and technology integration in classroom activities and science labs. The Newhall School District will retain two Teacher on Special Assignment (TOSA) positions to lead the District planning and implementation on the Next Generation Science Standards in grades 1-5 during the 2019-20 school year. One position will support primary teachers and one position will support upper grade teachers. The TOSA will be responsible for: 1. Implementing a District-wide K-6 NGSS framework 2. Training and supporting science curriculum specialists at all school sites 3. Modeling lessons that integrate the instructional shifts 4. Coaching teachers to: -Be a facilitator of Learning -Maximize the use of Academic Discourse -Utilize formative assessment data -Create a 21st Century Classroom using Collaboration, Critical Thinking, Creativity, and Communication 5. Creating systems for analyzing assessment data 6. Leading review of potential NGSS aligned resources

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$21,640	$20,440	$26,572
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	1000-1999 Certificated Salaries; Inst Staff Dev Lottery One full day and two half-day trainings for 4th and 5th grade teachers; 2 1/2 day trainings for 3rd grade teachers with District science coach	1000-1999 Certificated Salaries; Inst Staff Dev Lottery One full day and two half-day trainings for 1st, 2nd and 4th grade teachers; 2 1/2 day trainings for 5th grade teachers with District science coach	1000-1999 Certificated Salaries; Inst Staff Dev Lottery One full day and two half-day trainings for K,1st, 2nd and 6th grade teachers; 2 1/2 day trainings for 4th grade teachers with District science coach
Amount	$3,861	$4,016	$5,333
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	3000-3999 Employee Benefits; Inst Staff Dev Lottery NGSS PD Benefits	3000-3999 Employee Benefits; Inst Staff Dev Lottery NGSS PD Benefits	3000-3999 Employee Benefits; Inst Staff Dev Lottery NGSS PD Benefits
Amount	$90,976	$179,952	$145,781
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Supplemental 1 FTE Teacher on Special Assignment (TOSA)	1000-1999 Certificated Salaries; Supplemental 2 FTE Teacher on Special Assignment (TOSA)	1000-1999 Certificated Salaries; Supplemental 2 FTE Teacher on Special Assignment (TOSA)
Amount	$24,289	$51,467	$45,366
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Supplemental Science TOSA Benefits	3000-3999 Employee Benefits; Supplemental Science TOSA Benefits	3000-3999 Employee Benefits; Supplemental Science TOSA Benefits
Amount	$0	$0	$1,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies
Amount	$0	$0	$1,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses

Action 6

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners

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)

Specific Schools: McGrath, Newhall, Old Orchard, Peachland, and Wiley Canyon

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Modified Action	Modified Action
Provide teachers at our Title I schools with long-term sustainable support in implementing the ELA Common Core State Standards and the English Language Development Standards. The Newhall School District will hire an English Language Literacy coaching position (Teacher on Special Assignment [TOSA]). The TOSA will be responsible for: 1. Supporting the implementation of the new ELA/ELD curriculum. 2. Deepening teacher knowledge of the standards by helping teachers "unpack" standards 3. Modeling lessons specifically geared towards Integrated and Designated ELD supports aligned to research based instructional practices. 4. Coaching teachers to: -Be a facilitator of learning -Maximize the use of sentence stems and academic discourse -Utilize formative assessment data -Create a 21st Century Classroom using Collaboration, Critical Thinking, Creativity, and Communication 5. Supporting technology integration as an instructional tool 6. Creating systems for analyzing assessment data	Provide teachers at **all** schools long-term support in implementing the ELA Common Core State Standards and the English Language Development Standards. The Newhall School District will retain two English Language Development/Literacy coaching positions (Teacher on Special Assignment [TOSA]). The TOSA will be responsible for: 1. Supporting the implementation of the new ELA/ELD curriculum. 2. Deepening teacher knowledge of the standards by helping teachers "unpack" standards 3. Modeling lessons specifically geared towards Integrated and Designated ELD supports aligned to research based instructional practices. 4. Coaching teachers to: -Be a facilitator of learning -Maximize the use of sentence stems and academic discourse -Utilize formative assessment data -Create a 21st Century Classroom using Collaboration, Critical Thinking, Creativity, and Communication 5. Creating systems for analyzing assessment data	Provide teachers withlong-term support in implementing the ELA Common Core State Standards and the English Language Development Standards.The focus will be at the Title 1 schools with the majority of English Learners. The Newhall School District will retain two English Language Development/Literacy coaching positions (Teacher on Special Assignment [TOSA]). The TOSA will be responsible for: 1. Supporting the implementation of the new ELA/ELD curriculum. 2. Deepening teacher knowledge of the standards by helping teachers "unpack" standards 3. Modeling lessons specifically geared towards Integrated and Designated ELD supports aligned to research based instructional practices. 4. Coaching teachers to: -Be a facilitator of learning -Maximize the use of sentence stems and academic discourse -Utilize formative assessment data -Create a 21st Century Classroom using Collaboration, Critical Thinking, Creativity, and Communication 5. Creating systems for analyzing assessment data 6. Shadowing students who are 'at risk' or LTELs

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$90,976	$176,204	$176,695
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Supplemental 1.0 FTE ELD TOSA	1000-1999 Certificated Salaries; Supplemental 2.0 FTE ELD TOSA	1000-1999 Certificated Salaries; Supplemental 2.0 FTE ELD TOSA
Amount	$24,289	$52,963	$46,106
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Supplemental 1.0 FTE ELD TOSA Benefits	3000-3999 Employee Benefits; Supplemental 2.0 FTE ELD TOSA Benefits	3000-3999 Employee Benefits; Supplemental 2.0 FTE ELD TOSA Benefits
Amount	$0	$0	$1,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies
Amount	$0	$0	$1,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses

Action 7

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

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

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

Actions/Services

2017-18	2018-19	2019-20
Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Modified Action	Modified Action
Implement the use of STEMscopes, the NGSS aligned curriculum, in 4th and 5th grade classrooms to support the transition and implementation of the Next Generation Science Standards. Continue to use STEMscopes in 3rd grade.	Implement the use of STEMscopes, the NGSS-aligned curriculum, in TK, Kindergarten,1st and 2nd grade classrooms to support the transition to and implementation of the Next Generation Science Standards. Continue to use STEMscopes in 3rd, 4th, and 5th grade.	Implement the use of STEMscopes, the NGSS-aligned curriculum, in 6th grade classrooms to support the transition to and implementation of the Next Generation Science Standards. Continue to use STEMscopes in TK-5th grade along with Mystery Science which is integrated into the NGSS units of instruction.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$36,603	$62,618	$40,957
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	4000-4999 Books and Supplies; Rest Lottery Purchase of STEMscopes for each 3rd, 4th and 5th grade student. Cost is $5.95 per student plus ordering consumables and resources for each 4th and 5th grade teacher and $100 for each 3rd grade teacher.	4000-4999 Books and Supplies; Rest Lottery Purchase of STEMscopes for each 1st, 2nd, 3rd, 4th and 5th grade student. Cost is $5.95 per student plus ordering consumables and resources for each 1st and 2nd grade teacher and $100 for each 3rd, 4th and 5th grade teacher.	4000-4999 Books and Supplies; Rest Lottery Purchase of STEMscopes for each student. Cost is $5.95 per student plus ordering consumables and resources for each K and 6th grade teacher and $100 for each 1st, 2nd, 3rd, 4th and 5th grade teacher.

Action 8

Students to be Served:

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

Location(s):

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

OR

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

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	**2018-19** Select from New Action, Modified Action, or Unchanged Action:	**2019-20** Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Unchanged Action
Continue to provide all students opportunities to engage in inquiry-based science learning aligned to the Next Generation Science Standards in the science labs with science curriculum specialists at all 10 school sites.	Continue to provide all students opportunities to engage in inquiry-based science learning aligned to the Next Generation Science Standards in the science labs with science lab technicians at all 10 school sites.	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$208,685	$194,605	$156,166
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Supplemental 7.5 FTE Curriculum specialist salary	2000-2999 Classified Salaries; Supplemental 7.5 FTE Curriculum specialist salary	2000-2999 Classified Salaries; Supplemental 7.5 FTE Curriculum specialist salary
Amount	$112,881	$109,910	$61,106
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Supplemental 7.5 FTE Science Curriculum Specialist Benefits	3000-3999 Employee Benefits; Supplemental 7.5 FTE Science Curriculum Specialist Benefits	3000-3999 Employee Benefits; Supplemental 7.5 FTE Science Curriculum Specialist Benefits

Action 9

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

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
Continue to provide increased access to arts education at all schools for grades 3-6 with the addition of a second District-wide art teacher.		

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$57,273	$89,039	$91,256
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Supplemental 1.0 FTE Art Teacher salary	1000-1999 Certificated Salaries; Supplemental 1.0 FTE Art Teacher salary	1000-1999 Certificated Salaries; Supplemental 1.0 FTE Art Teacher salary
Amount	$18,274	$25,549	$26,369
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Supplemental 1.0 FTE Art Teacher benefits	3000-3999 Employee Benefits; Supplemental 1.0 FTE Art Teacher benefits	3000-3999 Employee Benefits; Supplemental 1.0 FTE Art Teacher benefits
Amount	$0	$0	$10,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; Art Supplies

Amount	$0	$0	$1,500
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; Conferences & Mileage

Action 10

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

Students to be Served:

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

Location(s):

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

OR

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

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	**2018-19** Select from New Action, Modified Action, or Unchanged Action:	**2019-20** Select from New Action, Modified Action, or Unchanged Action:
New Action	Modified Action	Modified Action
In coordination with the new Arts for All Plan and matching funds, implement discipline specific expansion of dance by incorporating Hip Hop dance at all 10 schools in 6th grade. Experienced teaching artists deliver robust, standards-based curricula that integrate the 21st century Four Cs skills (Communication, Critical Thinking, Creativity, Collaboration) and Common Core State Standards. Students develop the character and skills needed to practice, create, critique, and perform dance in an upbeat, structured, and supportive setting. Curriculum Connections: English Language Arts, Math, Social Studies, Science Model residencies include the following: (Flexible to school needs) • Planning & Evaluation Meeting • 10 Sequential, Student Sessions • Student Culmination & Presentation • Student Reflection • Assembly Performance • Professional Development for Staff	In coordination with the new Arts for All Plan and some matching funds, implement discipline specific expansion of dramatic theatre by incorporating theatre residencies at all 10 schools in 5th grade. Continue to implement discipline specific expansion of dance by incorporating Hip Hop dance at all 10 schools in 6th grade.	In coordination with the new Arts for All Plan and some matching funds, implement discipline specific expansion of dance by incorporating dance residencies dance at all 10 schools in 4th grade. Continue to implement discipline specific expansion of dramatic theatre by incorporating theatre residencies at all 10 schools in 5th grade. Continue to implement discipline specific expansion of dance by incorporating Hip Hop dance at all 10 schools in 6th grade.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$40,000	$102,415	$120,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Supplemental Hip Hop contract	5000-5999 Services and Other Operating Expenses; Supplemental dance contracts	5000-5999 Services and Other Operating Expenses; Supplemental dance contracts

Action 11

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

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Modified Action
Expand Kennedy Arts and TEAL (program for arts integration in the core curriculum) training to a new cohort of teachers.		Expand Kennedy Arts and TEAL (program for arts integration in the core curriculum) training to a new cohort of teachers. In addition, an Arts Collaborative of trained teachers will provide focused arts workshops for K-2 teachers during the 2019-20 school year.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$7,000	$7,000	$7,000
Source	Teacher Effectiveness	Other State Revenues	Other State Revenues
Budget Reference	5000-5999 Services and Other Operating Expenses; Ed Eff Kennedy Arts contract	5000-5999 Services and Other Operating Expenses; Inst Staff Dev Lottery Kennedy Arts contract	5000-5999 Services and Other Operating Expenses; Inst Staff Dev Lottery Kennedy Arts contract
Amount	$3,230	$3,230	$8,400
Source	Teacher Effectiveness	Other State Revenues	Other State Revenues
Budget Reference	1000-1999 Certificated Salaries; Ed Eff extra hourly salary for trainers and attendees	1000-1999 Certificated Salaries; Inst Staff Dev Lottery extra hourly salary for trainers and attendees	1000-1999 Certificated Salaries; Inst Staff Dev Lottery extra hourly salary for trainers and attendees

Amount	$576	$635	$1,686
Source	Teacher Effectiveness	Other State Revenues	Other State Revenues
Budget Reference	3000-3999 Employee Benefits; ED Eff Benefits for extra hourly for training	3000-3999 Employee Benefits; Inst Staff Dev Lottery Benefits for extra hourly	3000-3999 Employee Benefits; Inst Staff Dev Lottery Benefits for extra hourly
Amount	$1,194	$1,135	$1,076
Source	Teacher Effectiveness	Other State Revenues	Other State Revenues
Budget Reference	4000-4999 Books and Supplies; Ed Eff Training supplies	4000-4999 Books and Supplies; Inst Staff Dev Lottery Training supplies	4000-4999 Books and Supplies; Inst Staff Dev Lottery Training supplies

Action 12

Students to be Served:

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

All

Location(s):

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

All Schools

OR

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
Revise District ELA and math assessments to ensure continued alignment with Common Core State Standards.		

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$2,016	$2,016	$2,016
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	1000-1999 Certificated Salaries; Inst Staff Dev Lottery 9 extra duty hours per grade level	1000-1999 Certificated Salaries; Inst Staff Dev Lottery 9 extra duty hours per grade level	1000-1999 Certificated Salaries; Inst Staff Dev Lottery 9 extra duty hours per grade level
Amount	$360	$396	$405
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	3000-3999 Employee Benefits; Inst Staff Dev Lottery benefits for extra duty hours	3000-3999 Employee Benefits; Inst Staff Dev Lottery benefits for extra duty hours	3000-3999 Employee Benefits; Inst Staff Dev Lottery benefits for extra duty hours

Action 13

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
Provide additional professional development for curriculum specialists and guest teachers in ELA, Math CCSS, and Next Generation Science Standards.		

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$9,800	$8,400	$8,400
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	1000-1999 Certificated Salaries; Inst Staff Dev Lottery 4 half-day trainings for 35 teachers	1000-1999 Certificated Salaries; Inst Staff Dev Lottery 4 half-day trainings for 35 teachers	1000-1999 Certificated Salaries; Inst Staff Dev Lottery 4 half-day trainings for 35 teachers
Amount	$1,749	$1,651	$1,686
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	3000-3999 Employee Benefits; Inst Staff Dev Lottery Benefits for half day trainings	3000-3999 Employee Benefits; Inst Staff Dev Lottery Benefits for half day trainings	3000-3999 Employee Benefits; Inst Staff Dev Lottery Benefits for half day trainings

Action 14

Students to be Served:

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

Students with Disabilities

Location(s):

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

All Schools

OR

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Modified Action	Unchanged Action
Develop a comprehensive Professional Development plan from Pupil Services to support SDC and RSP student access to core curriculum in math and ELA. Provide professional development to SDC and RSP teachers based upon feedback and needs of teachers. Provide regular meeting times for all SDC and RSP teachers to collaborate with Pupil Services.	Develop a comprehensive Professional Development plan for Student Support Services to support SDC and RSP student access to core curriculum in math and ELA. Provide professional development to SDC and RSP teachers based upon feedback from teachers. Provide regular meeting times for all SDC and RSP teachers to collaborate with Student Support Service and as a District Professional Learning Community.	Develop a comprehensive Professional Development plan for Student Support Services to support SDC and RSP student access to core curriculum in math and ELA.. Provide professional development to SDC and RSP teachers based upon feedback from teachers. Provide regular meeting times for all SDC and RSP teachers to collaborate with Student Support Service and as a District Professional Learning Community.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$6,150	$13,800	$13,800
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	1000-1999 Certificated Salaries; Inst Staff Dev Lottery extra hourly for trainers and attendees for PD	1000-1999 Certificated Salaries; nst Staff Dev Lottery extra hourly for trainers and attendees for PD	1000-1999 Certificated Salaries; nst Staff Dev Lottery extra hourly for trainers and attendees for PD
Amount	$1,097	$2,712	$2,770
Source	Other State Revenues	Other State Revenues	Other State Revenues

Budget Reference	3000-3999 Employee Benefits; Inst Staff Dev Lottery Benefits for extra hourly for PD	3000-3999 Employee Benefits; Inst Staff Dev Lottery Benefits for extra hourly for PD	3000-3999 Employee Benefits; Inst Staff Dev Lottery Benefits for extra hourly for PD

Action 15

Students to be Served:

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

Students with Disabilities

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	Action	New Action
		Provide RSP and SDC teachers long term sustainible support through the hiring of a TOSA who will work with them through professional development delivered through a coaching model to ensure student access to core curriculum in ELA and Math and Science. To assist with improved student achievement in the areas of ELA and Math, professional development opportunities through a coaching model, will be a collaboration between the Assistant Superintendent of Instruction, Director and Coordinator of Student Support Services and with the TOSAs representing ELA, Math, Science and Special Education.

Budgeted Expenditures

2017-18	2018-19	2019-20

Amount	$0	$0	$13,401
Source			Other State Revenues
Budget Reference			1000-1999 Certificated Salaries
Amount	$0	$0	$2,690
Source			Other State Revenues
Budget Reference			3000-3999 Employee Benefits
Amount	$0	$0	$86,320
Source			Other State Revenues
Budget Reference			1000-1999 Certificated Salaries
Amount	$0	$0	$25,378
Source			Other State Revenues
Budget Reference			3000-3999 Employee Benefits
Amount	$0	$0	$500
Source			Other State Revenues
Budget Reference			5000-5999 Services and Other Operating Expenses

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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)

Students with Disabilities

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	Action	New Action
		To support students receiving resource services, the curriculum Steps to Advance, a supplemental program to the district's core program Benchmark Advance will be purchased. RSP teachers will be trained and the program used in the 2019-20 school year.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$0	$0	$80,000
Source			Other State Revenues
Budget Reference			4000-4999 Books and Supplies
Amount	$0	$0	$13,401
Source			Other State Revenues
Budget Reference			1000-1999 Certificated Salaries
Amount	$0	$0	$2,590
Source			Other State Revenues
Budget Reference			3000-3999 Employee Benefits

Action 17

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

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	Action	New Action
		To achieve the District's vision of improved academic achievement among students in special education and for students that are dually identified as students in special education that are also English Language Learners, an Inclusive Collaborative will be formed that will have an initial focus on students in RSP programs. This collaborative will be facilitated monthly by the Director or Coordinator of Student Support Services and supported by the TOSA supporting special education and will include RSP teacher, general education teacher and site and district administrative representatives.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$0	$0	$13,401
Source			Other State Revenues
Budget Reference			1000-1999 Certificated Salaries
Amount	$0	$0	$2,590

Source			Other State Revenues
Budget Reference			3000-3999 Employee Benefits

Action 18

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

Students to be Served:

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

Students with Disabilities

Location(s):

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

Specific Schools: Peachland

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	**2018-19** Select from New Action, Modified Action, or Unchanged Action:	**2019-20** Select from New Action, Modified Action, or Unchanged Action:
Action	Action	New Action
		The SDC Preschool Teachers primary function will be to assist the Newhall Preschool Assessment Team with the identification and assessment of special education students receiving support from the Special Day Class preschool program. This teacher will work to assess all incoming students received from Early Start, Regional Center and parent referral in order to ensure appropriate educational placement and instructional programming. This position will also support the legal compliance around students receiving special education supports and services

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$0	$0	$63,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries
Amount	$0	$0	$20,698
Source		LCFF	LCFF

Budget Reference		3000-3999 Employee Benefits	3000-3999 Employee Benefits

Unchanged Goal

Goal 3

On the 2018-19 California Assessment of Student Performance and Progress (CAASPP), the percentage of students who meet/exceed standards will increase by 3 percentage points at grades 3 and 6 in ELA and 5 percentage points in math. In Grade 1, the percentage of students who attain proficiency on the District reading and math fluency assessment will increase by at least 3 percentage points.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access
Local Priorities: Standardized test results, API

Identified Need:

The District used the following process to identify the need: Reviewed District and CAASPP results for benchmark grade levels 1, 3, and 6. The results are shown below:

Disrict benchmark data in Math

Grade/Math	Unit 1	Unit 3	Unit 5	Unit 7
1st	91	90	91	90
3rd	78	76	90	76
6th	61	75	73	78

Disrict Benchmark data in ELA

Grade/ELA	Trimester 1	Trimester 2	Trimester 3
1st	76	76	72
3rd	58	65	CAASPP
6th	59	52	CAASPP

CAASPP Results for grades 3 and 6:

Grade 6 Math	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded	Total % of Proficient Students
District	14	17	21	48	69
Grade 6 ELA	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded	Total % of Proficient Students

District	10	13	35	42	77
Grade 3 Math	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded	Total % of Proficient Students
District	13	16	26	45	71
Grade 3 ELA	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded	Total % of Proficient Students
District	16	17	23	44	67

70 % of all grade 1 students reached proficiency on the District reading fluency assessment.

 88 % of all grade 1 students reached proficiency on the District math fluency assessment.

While this data is strong there is a proficiency gap when student groups are examined specificallly English Learners and Students with Disabilities. Dashboard data shows that SWD are orange in both ELA and Math and ELs are yellow. There has been some progress but this is an area that requires ongoing and increased attention.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1st Grade Reading Fluency Assessment	The percentage of students in grade 1 demonstrating proficiency on the district reading fluency assessment was 77% **2015-16 / Percent Proficient**: Grade 1 Fluency — 77%	The percentage of students in grade 1 demonstrating proficiency on the district reading fluency assessment will be at least 80% **2016-17 / Percent Proficient**: Grade 1 Fluency — 80%	The percentage of students in grade 1 demonstrating proficiency on the district reading fluency assessment will be at least 83%	The percentage of students in grade 1 demonstrating proficiency on the district reading fluency assessment will be at least 83%
CAASPP Data in Grades 3 & 6	**2015-16 CAASPP Results for Grades 3 and 6:** (see table below)	On the 2016-17 California Assessment of Student Performance and Progress, the number of students who attain proficiency will increase by 3% from prior year data at grades 3 and 6 in ELA and 5% in math.	On the California Assessment of Student Performance and Progress, the number of students who attain proficiency will increase by 3 percentage points from prior year data at grades 3 and 6 in ELA and 5 percentage points in math.	On the California Assessment of Student Performance and Progress, the number of students who attain proficiency will increase by 5 percentage points from prior year data at grades 3 and 6 in ELA and 5 percentage points in math.

2015-16 CAASPP Results for Grades 3 and 6:

	Number of Students	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded	Total % of Proficient Students
Grade 6 Math						
District	1011	15	24	23	38	61
Grade 6 ELA	Number of Students	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded	
District	1007	8	15	34	43	77
Grade 3 Math	Number of Students	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded	

Grade 3 ELA	Number of Students	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded	
District	993	16	18	32	35	67
District	989	15	20	22	43	65

Planned Actions / Services

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

Action 1

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	**2018-19** Select from New Action, Modified Action, or Unchanged Action:	**2019-20** Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Unchanged Action
Utilize data analysis software (EADMS)to inform instruction and identify needs.	Utilize data analysis io education software (EADMS)to inform instruction and identify needs.	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$45,127	$45,625	$53,750
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	5000-5999 Services and Other Operating Expenses; Rest Lottery Data analysis software	5000-5999 Services and Other Operating Expenses; Rest Lottery Data analysis software	5000-5999 Services and Other Operating Expenses; Rest Lottery Data analysis software

Action 2

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

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Modified Action
Continue to provide additional assistant principal time to support assessment implementation, data analysis and tiered-intervention progress monitoring systems, specifically targeting unduplicated students at each site.		Continue to provide some additional assistant principal time. The focus of any additional time remains as data analysis and the support of student achievement. This action has been reduced based on declining enrollment.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$145,177	$141,755	$63,058
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Supplemental 1.48 FTE assistant principal	1000-1999 Certificated Salaries; Supplemental 1.48 FTE assistant principal	1000-1999 Certificated Salaries; Supplemental 1.48 FTE assistant principal
Amount	$37,827	$38,630	$16,274
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Supplemental Benefits for 1.48 FTE Assistant Principal	3000-3999 Employee Benefits; Supplemental Benefits for 1.48 FTE Assistant Principal	3000-3999 Employee Benefits; Supplemental Benefits for 1.48 FTE Assistant Principal

Action 3

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	**2018-19** Select from New Action, Modified Action, or Unchanged Action:	**2019-20** Select from New Action, Modified Action, or Unchanged Action:
New Action	Modified Action	Modified Action
Principals and Assistant Principals will engage in our second year of learning around our Partnership for Excellence work with the Center for Educational Leadership. Through this work, all participants will engage in two inquiry cycles around an area of focus to best support increased student achievement while striving to eliminate the achievement gap. Each school site will identify four teacher leaders to be a part of their new Instructional Leadership Team that will support RTI implementation and help build capacity around the the cycle of inquiry work.	Principals and Assistant Principals will engage in our third year of learning around our Partnership for Excellence. Through this work, all participants will engage in two inquiry cycles. Each school site will have an Instructional Leadership Team (ILT) that will support RTI implementation and help build capacity around the the cycle of inquiry work. Each ILT will participate in 4 full-day training sessions with our consultant from the Center for Educational Leadership.	Principals and Assistant Principals will engage in our fourth year of learning around our work as a learning focused organization. Through this work, all participants will engage in two inquiry cycles. Instructional Leadership Teams will support their staff on an area of focus and provide professional learning opportunities as they engage in their inquiry cycle. This process will solely be facilitated internally.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$51,600	$13,440	$68,925
Source	Teacher Effectiveness	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	5000-5999 Services and Other Operating Expenses; Ed Eff CEL contract	5000-5999 Services and Other Operating Expenses; Title II CEL Contract 2 days	5000-5999 Services and Other Operating Expenses; Title II CEL Contract 2 days

Action 4

Students to be Served:

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

Students with Disabilities

Location(s):

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

All Schools

OR

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	New Action	Modified Action
	Provide three full days of math content training for all SDC and RSP teachers with Solution-Tree consultant.	This support will be provided through internal coaching in the 2019-20 school year.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$0	$10,080	$0
Source	Federal Revenues - Title II	Federal Revenues - Title II	
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	

Action 5

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

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	**2018-19** Select from New Action, Modified Action, or Unchanged Action:	**2019-20** Select from New Action, Modified Action, or Unchanged Action:
Action	New Action	Unchanged Action
	Utilizing our ELA/ELD TOSAs, provide targeted professional development for SDC and RSP teachers in teaching core curricula.	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$0	$10,800	$8,395
Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries; Targeted Core Curriculum Training for SDC & RSP Teachers	1000-1999 Certificated Salaries
Amount	$0	$2,122	$1,685
Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits; Targeted Core Curriculum Training for SDC & RSP Teachers	3000-3999 Employee Benefits

Action 6

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

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	Action	New Action
		Provide one day of professional learning with Dr. Luis Cruz for all teachers on the topic of equity and eliminating the gap for all student groups, and in particular English Learners and Students with Disabilities. Instructional Leadership Team members and site administrators will engage in 3 additional days of work as they examine the equity/learning gaps that exist on their campus and work with their colleagues to eliminate it.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$0	$0	$68,925
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses
Amount	$0	$0	$14,400
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries

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Amount	$0	$0	$2,890
Source			LCFF
Budget Reference			3000-3999 Employee Benefits

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

Unchanged Goal

Goal 4

The Newhall School District will:

- accelerate English Learners' progress toward proficiency by meeting District reclassification criteria no later than 6th grade
- establish proficiency levels for English Learners as measured by the English Language Proficiency Assessments for California (ELPAC)
- reduce the percentage of long-term English Learners by 5 percentage points
- increase District-wide reclassification rate by 5 percentage points
- eliminate the achievement gap on District assessments

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement
Local Priorities: Standardized test results, on-time progress of ELs toward English proficiency, EL reclassification rate, API

Identified Need:

The District used the following process to identify the need:

Reviewed EL performance data on District ELA and math assessments (see below)

Grade	18-19 ELA Gap	18-19 Math Gap
1	EL-12%	EL-8%
2	EL-9%	EL-6%
3	EL-20%	EL-14%
4	EL-21%	EL-18%
5	EL-23%	EL-16%
6	EL-21%	EL-10%

Reviewed state-generated data on reclassified students and long-term EL students

Year	Number of Students Reclassified	Number of Long Term ELs
2016-17	208 = 11%	36/210= 17%
2017-18	419= 23%	57/259 = 22%
2018-19	106 = 16.5%	17/168 = 10%

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
District Benchmark Assessments	Grade / 16-17 ELA Gap EL vs EO / 16-17 Math Gap EL vs EO: 1 — EL -10% / EL -4% 2 — EL -6% / EL -6% 3 — EL -16% / EL -10% 4 — EL -15% / EL -11% 5 — EL -18% / EL -12% 6 — EL -21% / EL -17%	EL performance gap versus EO students will be no more than 10% on all grade level District Benchmark Assessments.	EL performance gap versus EO students will be no more than 10% on all grade level District Benchmark Assessments.	EL performance gap versus EO students will be less than 7% on all grade level District Benchmark Assessments.
ELPAC	40% of all EL students will reach the Expanding level on their annual 2017-18 ELPAC.	40% of all EL students will reach the Expanding level on their annual 2017-18 ELPAC.	45% of all EL students will reach the Expanding level on their annual ELPAC.	Using the baseline data reported on the dashboard, students will demonstrate an increase of 3% over the previous year. Current data is the following: Level 4-Well developed 36.1% Level 3-Moderately developed 37.9% Level 2-Somewhat developed 15.9% Level 1 -Beginning 10%
Long Term EL Students	42 out of the potential 263 students were identified as long-term EL students in 2015-16 (16%).	27 out of the potential 172 students were identified as long-term EL students in 2016-17 (16%).	The percentage of long-term EL students will be under 19%.	The percentage of long-term EL students will be under 16%.
EL reclassifcation rate	The EL reclassification rate in 2016-17 was 21%.	The EL reclassification rate will be at least 25% in 2017-18.	The EL reclassification rate will be at least 25%.	The EL reclassification rate will be at least 28%.

Planned Actions / Services

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

Action 1

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

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

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

Actions/Services

2017-18	2018-19	2019-20
Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:
New Action	Modified Action	Unchanged Action
Identify an English Learner Lead Teacher at each school site to participate on District EL committee to deepen supports and training to sites on the following: • Understanding grade level EL standards • Integrated and Designated ELD • Understanding CELDT (and in the future ELPAC) data reports and using them for instructional purposes • Using language objectives and the standards to plan instruction • Grouping English Learners for instruction • Progress monitoring of English Learners • The process of reclassification • Aligning GLAD strategies to the standards	Identify an English Learner Lead Teacher at each school site to participate on District EL committee and provide supports to sites on the following: • Understanding grade level EL standards • Implementing Integrated and Designated ELD • Understanding ELPAC data reports and using them for instructional purposes • Using language objectives and the standards to plan instruction • Grouping English Learners for instruction • Progress monitoring of English Learners • Implementing the reclassification process • Aligning GLAD strategies to the standards	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$13,920	$11,200	$15,360

Source	Federal Revenues - Title III	LCFF	Federal Revenues - Title II
Budget Reference	1000-1999 Certificated Salaries; Title III ELD Lead Teacher extra hourly salary	1000-1999 Certificated Salaries; ELD Lead Teacher extra hourly salary	1000-1999 Certificated Salaries; ELD Lead Teacher extra hourly salary
Amount	$2,484	$2,201	$3,083
Source	Federal Revenues - Title III	LCFF	Federal Revenues - Title II
Budget Reference	3000-3999 Employee Benefits; Title III ELD Lead Teacher Benefits	3000-3999 Employee Benefits; Title III ELD Lead Teacher Benefits	3000-3999 Employee Benefits; Title III ELD Lead Teacher Benefits

Action 2

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Modified Action	Modified Action
Provide Title I teachers further training on the ELD standards and deepen their understanding on integrated and designated supports (additional instructional support) provided by the District EL coach to help accelerate language acquisition and reading proficiency.	Provide all teachers further training on the ELD standards and deepen their understanding on integrated and designated supports (additional instructional support). Training provided by the EL consultant from the Center for Educational Leadership and the District EL Teachers on Special Assignment (TOSAs) to help accelerate language acquisition and reading proficiency.	Provide all teachers further training on the ELD standards and deepen their understanding on integrated and designated supports (additional instructional support). Support provided by the District EL Teachers on Special Assignment (TOSAs) to help accelerate language acquisition and reading proficiency.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$99,190 (repeat expenditure)	$15,000	$15,000
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	1000-1999 Certificated Salaries; Inst Staff Dev LotteryTeacher substitutes	1000-1999 Certificated Salaries; Inst Staff Dev LotteryTeacher substitutes	1000-1999 Certificated Salaries; Inst Staff Dev LotteryTeacher substitutes
Amount	$17,700 (repeat expenditure)	$2,947	$3,010
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	3000-3999 Employee Benefits; Inst Staff Dev Lottery Benefits for sub teachers	3000-3999 Employee Benefits; Inst Staff Dev Lottery Benefits for sub teachers	3000-3999 Employee Benefits; Inst Staff Dev Lottery Benefits for sub teachers

Action 3

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Unchanged Action
Assess incoming English Learner kindergarten students prior to the start of school with a District Support Team model using the CELDT to maximize student learning time based on initial data. District Support Team will conduct the listening and speaking assessment for all students on their annual assessment.	Assess incoming English Learner Kindergarten students prior to the start of school with a District Support Team model using the ELPAC to maximize student learning time based on initial data. District Support Team will conduct the listening and speaking assessment for all students on their annual assessment.	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$9,640	$12,537	$12,537
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Supplemental Teacher substitute costs	1000-1999 Certificated Salaries; Supplemental Teacher substitute costs	1000-1999 Certificated Salaries; Supplemental Teacher substitute costs
Amount	$1,720	$2,463	$2,516
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Supplemental -Benefits for teacher substitute costs	3000-3999 Employee Benefits; Supplemental -Benefits for teacher substitute costs	3000-3999 Employee Benefits; Supplemental -Benefits for teacher substitute costs

Action 4

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

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Modified Action	Unchanged Action
District GLAD trainers will receive updated GLAD training aligned to new ELD standards. All new teachers complete GLAD certification training in their first two years in the District and attend GLAD monthly meetings. Teachers with prior GLAD training will be encourage to attend GLAD refresher trainings to get updated GLAD training.	All new teachers complete GLAD certification training in their first two years in the District and attend GLAD monthly meetings. Teachers with prior GLAD training will be encouraged to attend GLAD refresher trainings.	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$21,510	$25,073	$20,820
Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	1000-1999 Certificated Salaries; Title II Teacher hourly extra duty	1000-1999 Certificated Salaries; Title II Teacher hourly extra duty	1000-1999 Certificated Salaries; Title II Teacher hourly extra duty
Amount	$3,839	$4,927	$4,180
Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	3000-3999 Employee Benefits; Title II Benefits for teacher hourly extra duty	3000-3999 Employee Benefits; Title II Benefits for teacher hourly extra duty	3000-3999 Employee Benefits; Title II Benefits for teacher hourly extra duty

Amount	$0	$0	$5,000
Source			Federal Revenues - Title II
Budget Reference			4000-4999 Books and Supplies

Action 5

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

Students to be Served:

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

Location(s):

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

OR

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

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	**2018-19** Select from New Action, Modified Action, or Unchanged Action:	**2019-20** Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
Provide schools with bilingual instructional support to ensure monitoring of EL students' progress toward reclassification.		

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$128,820	$129,876	$125,113
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Supplemental -Translation, bilingual aide support salaries	2000-2999 Classified Salaries; Supplemental -Translation, bilingual aide support salaries	2000-2999 Classified Salaries; Supplemental -Translation, bilingual aide support salaries
Amount	$32,393	$17,529	$25,213
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Supplemental-Benefits for bilingual aide salaries	3000-3999 Employee Benefits; Supplemental-Benefits for bilingual aide salaries	3000-3999 Employee Benefits; Supplemental-Benefits for bilingual aide salaries
Amount	$15,013	$7,500	$7,500
Source	LCFF	LCFF	LCFF

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Budget Reference	4000-4999 Books and Supplies; Supplemental-Supplies for bilingual support	4000-4999 Books and Supplies; Supplemental-Supplies for bilingual support	4000-4999 Books and Supplies; Supplemental-Supplies for bilingual support
Amount	$2,000	$2,000	$2,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Supplemental -Mileage for bilingual aides	5000-5999 Services and Other Operating Expenses; Supplemental -Mileage for bilingual aides	5000-5999 Services and Other Operating Expenses; Supplemental -Mileage for bilingual aides

Action 6

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	**2018-19** Select from New Action, Modified Action, or Unchanged Action:	**2019-20** Select from New Action, Modified Action, or Unchanged Action:
Action	New Action	Modified Action
	Newhall School District is interested in building the expertise of teachers, coaches, teacher leaders, principals, and district leaders so they can support students academic English language development in the context of their literacy instruction and English Language Development standards. The proposal below follows from the University of Washington Center for Educational Leaderships (CELs) theory of action that student learning will not improve until the quality of teaching improves, and that the quality of teaching will not improve until leaders understand what constitutes high-quality instruction along with the role they play in improving teacher practice. CEL's leadership workshops and studios for teachers and leaders will help leaders and teachers by building a shared vision for effective English language development instruction, by developing deeper content knowledge around reading and reading development, and by supporting leaders ability to organize professional learning and provide feedback. Newhall expects the professional development will result in a 10% increase in overall district literacy scores, particularly for the English Learner (EL) group. This group is currently underperforming when compared with their native English speaking peers. **Partnership outcomes:**	Provide TK-2 teachers targeted support in Designated and Integrated ELD during the 2019-20 school year. All teachers will be provided with differentiated professional learning opportunities based on team needs and provided by the ELA/ELD TOSAs. This will include a half day workshop in Designated or Integrated ELD or a lesson study/planning session on an upcoming ELD unit.

<table>
<tr><td></td><td>
1. Participating teachers will develop their ability to independently implement supportive English Language Development instruction in small groups in the context of the district adopted curriculum and the 5 Dimensions of Teaching and Learning (5D) instructional framework in grades 3-6.
2. Leaders will develop their ability to provide feedback and provide or organize professional development support for teachers as they are learning to implement the new practices.
3. ELA coaches and potentially teacher leaders will develop their ability to design and facilitate professional learning around English language development in literacy.
</td><td></td></tr>
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$0	$13,800	$13,800
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries; Teachers grades 3-6 ELD Training for classroom implementation	1000-1999 Certificated Salaries; Teachers grades 3-6 ELD Training for classroom implementation
Amount	$0	$2,712	$2,770
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits; Teachers grades 3-6 ELD Training for classroom implementation	3000-3999 Employee Benefits; Teachers grades 3-6 ELD Training for classroom implementation

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

Unchanged Goal

Goal 5

Increase proficiency on District benchmark assessments in ELA and math (by 5 percentage points) through targeted support within the District's Response to Intervention (RTI) system.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access
Local Priorities: Standardized test results, API

Identified Need:

The District used the following process to identify the need:

Reviewed the percentage of students meeting proficiency on unit assessments in ELA and math at benchmark grade levels (1st,3rd, & 6th). Proficiency percentages are shown in the table below:

2018-19 1st, 3rd, and 6th grade Unit Assessment data in math

Grade/Math	Unit 1	Unit 3	Unit 5	Unit 7
1st	91	90	91	88
3rd	78	76	90	76
6th	61	75	73	78

2018-19 ELA Data

Grade/ELA	Trimester 1	Trimester 2	Trimester 3
1st	76	76	72
3rd	58	65	CAASPP
6th	59	52	CAASPP

We examined the scores from 17-18 and 18-19 to see if the goal of a 5 percent increase was achieved.

Grade/Math	Unit 1		Unit 3		Unit 5		Unit 7	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1st	92	91	91	90	92	91	90	90
3rd	77	78	75	76	86	84	76	76

6th	Due to a complete change of the benchmark tests comparison cannot be made.

Grade/ELA	Trimester 1		Trimester 2		Trimester 3	
	17-18	18-19	17-18	18-19	17-18	18-19
1st	72	76	70	76	77	72
3rd	57	58	65	65	66	67
6th	57	59	59	52	59	CAASPP

Scores remained stable in grades 1 and 3 and did not meet the goal for ELA. In math in grade 1 the scores remained in the 90% range, and score remained stable from the year before in grade 3 .

Currently , there are 65 students who qualify for the Low Performing Student Block grant. An action has been added to address their needs.

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Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELA and math benchmark data	**2016 - 2017 1st, 3rd, and 6th Grade Unit Assessment Data in math** 	Grade/Math	Unit 1	Unit 3	Unit 5	Unit 7
1st	89%	90%	94%	87%
3rd	37%	54%	68%	78%
6th	64%	57%	64%	58% | **Established baseline data for trimester assessment in ELA for grades K-6. See benchmark grade level results below:** | Grade/ELA	Trimester 1	Trimester 2	Trimester 3
---	---	---	---
1st	94%	89%	85%
3rd	49%	66%	62%
6th	59%	71%	79%		Provide targeted support to increase grade level proficiency by at least 5% on District unit (math) and District trimester (ELA) assessments based on prior year data.	Provide targeted support to increase grade level proficiency by at least 5 percentage points on District unit (math) and District trimester (ELA) assessments based on prior year data.	Provide targeted support to increase grade level proficiency by at least 5 percentage points on District unit (math) and District trimester (ELA) assessments based on prior year data.
RTI Progress Monitoring	All sites implemented additional reading and math support to students based upon their response to intervention model during 2016-17 school year	Increase the number of students exiting RTI support programs across all schools by 20%	Increase the number of students exiting RTI support programs across all schools to at	Increase the number of students exiting RTI support programs across all schools to at

ade Level	# students in intervention	# of students excited	# of EL	# of EO	White	Hispanic	Asian
K	194	56	90	102	43	127	10
1	287	24	132	149	86	172	11
2	210	14	99	118	83	119	5
3	269	31	123	123	68	155	16
4	281	50	122	135	67	170	11
5	208	19	103	91	54	133	13
6	189	23	69	105	57	101	6

based upon district-wide entry and exit criteria in intervention groups.

least 40% based upon district-wide entry and exit criteria in intervention groups.

least 50% based upon district-wide entry and exit criteria in intervention groups.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

OR

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

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

Actions/Services

2017-18	2018-19	2019-20
Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Modified Action	Modified Action
Provide access to additional targeted instructional support(including professional development for teachers) through Response to Intervention (RTI) models within and outside the classroom for unduplicated pupils. The District plans to work with a math consultant from Solution-Tree, to help clearly define Core (Tier 1) instruction and then how teams can create systems to provide Tier 2 support in the classroom. The plan will be for each school site to create a Response to Intervention team who will work with Sarah before school begins to review prior year data and formalize the plan for each site. There will be follow-up training with each school site to assess progress and make recommendations moving forward with the intent to have all formalized structures in place for the 2018-19 school year.	Provide access to additional targeted instructional support(including professional development for teachers) through Response to Intervention (RTI) models within and outside the classroom for unduplicated pupils. The District plans to work with a consultant from Solution-Tree, to continue to refine RTI structures at Title I schools . Each school will create a Response to Intervention Plan that provides additional time and support, as well as enrichment opportunities for students.	Implement revised site RTI plans.

Budgeted Expenditures

2017-18	2018-19	2019-20

Amount	$794,400	$841,901	$798,685
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Supplemental-Site teacher salary costs	1000-1999 Certificated Salaries; Supplemental-Site teacher salary costs	1000-1999 Certificated Salaries; Supplemental-Site teacher salary costs
Amount	$379,906	$326,212	$314,416
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Supplemental-Site classfied salary costs	2000-2999 Classified Salaries; Supplemental-Site classfied salary costs	2000-2999 Classified Salaries; Supplemental-Site classfied salary costs
Amount	$207,551	$226,298	$206,361
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Supplemental-Site benefit costs	3000-3999 Employee Benefits; Supplemental-Site benefit costs	3000-3999 Employee Benefits; Supplemental-Site benefit costs
Amount	$125,058	$118,345	$228,802
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Supplemental-site supplies	4000-4999 Books and Supplies; Supplemental-site supplies	4000-4999 Books and Supplies; Supplemental-site supplies
Amount	$49,501	$38,291	$225,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Supplemental-Site contract services	5000-5999 Services and Other Operating Expenses; Supplemental-Site contract services	5000-5999 Services and Other Operating Expenses; Supplemental-Site contract services
Amount	$87,000	$87,000	$0
Source	LCFF	Federal Revenues - Title I	
Budget Reference	5000-5999 Services and Other Operating Expenses; Supplemental-RTI Consultant contract	5000-5999 Services and Other Operating Expenses; RTI Consultant contract	
Amount	$20,960	$0	$0
Source	LCFF		
Budget Reference	1000-1999 Certificated Salaries; Supplemental-RTI Training sub costs		
Amount	$3,740	$0	$0
Source	LCFF		
Budget Reference	3000-3999 Employee Benefits; Supplemental-Training sub benefit costs		

Action 2

Students to be Served:

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

Location(s):

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

OR

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	**2018-19** Select from New Action, Modified Action, or Unchanged Action:	**2019-20** Select from New Action, Modified Action, or Unchanged Action:
New Action	Modified Action	Unchanged Action
McGrath RTI Plan: The RTI team is comprised of one site-level Teacher on Special Assignment (TOSA), four certificated teachers, and two classified curriculum specialists. The TOSAs responsibilities are to oversee the curriculum specialists and to lead RTI PLC meetings. The certificated teachers consist of two full-time teachers, each assigned to two grade levels, and two .47 teachers, each assigned to one grade. The curriculum specialists work with students in Kindergarten through 4th grade. The RTI team participates in their own PLC meeting every Friday in order to discuss strategies, research, data, tips, and student progress. These meetings allow for team members to collaborate in best practices, mentor each other, and discuss the best ways to reach all children, at any grade level. RTI team members also attend their grade level PLC meetings. Each grade level team has a set time that their RTI teacher will be present and RTI will be discussed (data/student progress, next steps, collaboration on best practices, planning). This interaction is crucial as communication is the number one factor in creating a successful program. This communication is key in constructing	**McGrath 2018-19 RTI Plan:** The RTI team is comprised of two site-level Teacher on Special Assignment (TOSA), four certificated .47 teachers, and five classified curriculum specialists. The TOSAs responsibilities are to oversee the curriculum specialists and to lead RTI Collaborative Team meetings. The certificated teachers consist of two full-time teachers, each assigned to two grade levels one to TK-2 and the other 3-4, and four .47 teachers, one AM .47 and PM .47 assigned to 5-6, and one AM .47 and one PM .47 assigned to TK-2. The curriculum specialists work with students in Kindergarten through 4th grade. The RTI team participates in their own Collaborative meeting every Friday in order to discuss strategies, research, data, tips, and student progress. These meetings allow for team members to collaborate in best practices, mentor each other, and discuss the best ways to reach all children, at any grade level. RTI team members also attend their grade level PLC meetings. Each grade level team has a set time that their RTI teacher will be present and RTI will be discussed (data/student progress, next steps, collaboration on best practices,	

intervention and enrichment plans for students as well as scheduling and accommodations that work with the teachers as well.

In addition to participating in various PLC meetings, RTI teachers are also pushing in to additional grade levels. For example, if first and second grade are at PE, then their RTI teacher can use that time to service other grades. This is valuable because it allows resources to be dispersed across the school and for many more student needs to be met.

In order to meet the specific needs of all students, the RTI teachers instruction is directed by data. At the beginning of the year, all students were given the DIBELS (Dynamic Indicators for Basic Early Literacy Skills) test in order to serve as a universal screening process so that the teachers could see where their students were at and what possible interventions they may need. Based on this data, students are grouped as needing intensive (remediation), strategic (intervention), and core (at grade level) instruction. As the year continues, RTI teachers are keeping track of student progress through progress monitoring (CFAs, Unit tests, EADMS, ESGI) in addition to observations and notes recorded on CC Pensieve (online conferring notebook) that is then shared with the grade levels. The RTI team created VAP (Vertical Alignment Priorities) in order to discuss and critically analyze ELA standard priorities across grade levels. Teachers also identified tier I, II, and III expectations within each priority standard in order to plan for appropriate instruction based on a childs level of instructional need(s).

RTI groups are flexible, data driven, and will meet the needs of all students (remediation, intervention, and enrichment). Focus groups consist of students that need remediation (missing key foundational skills) and strategy groups consist of students that need additional support in key concepts within units. Students have the benefit of receiving instruction at their level, with their needs in mind, and in a small group setting.

In each RTI classroom, there is a way for teachers to view which students are being serviced and how their needs are being met. The Board is a large display for both teachers and students to view I can statements being addressed, students that are in strategy/focus groups, when students are being services, and the subject/standard that is being addressed. This visual allows for teachers to think about possible placements for students that are struggling with different skills. RTI teachers also keep digital files that contain student

planning). This interaction is crucial as communication is the number one factor in creating a successful program. This communication is key in constructing intervention and enrichment plans for students as well as scheduling and accommodations that work with the teachers as well.

In order to meet the specific needs of all students, the RTI teachers instruction is directed by data. At the beginning of the year, all students were given baseline assessments so that the teachers could see where their students were and what possible interventions they may need. Based on this data, students were grouped as needing intensive (remediation), strategic (intervention), and core (at grade level) instruction. As the year continues, RTI teachers are keeping track of student progress through progress monitoring (CFAs, Unit tests, EADMS, ESGI) in addition to observations and notes recorded that are then shared with the grade levels. Teachers identified Tier I, II, and III expectations within each priority standard in order to plan for appropriate instruction based on a childs level of instructional need(s).

RTI groups are flexible, data driven, and will meet the needs of all students (remediation, intervention, and enrichment). Focus groups consist of students that need remediation (missing key foundational skills) and strategy groups consist of students that need additional support in key concepts within units. Students have the benefit of receiving instruction at their level, with their needs in mind, and in a small group setting.

The second level of RTI (Tier II) is scientifically based supplemental instruction and intervention for students who do not demonstrate mastery of specific classroom concepts as determined by performance on grade level formative and summative testing. At this level, McGrath Elementary Schools grade level teams identify students not yet proficient and determine reasons why the student may be struggling. Grade level teams will determine which interventions will be most effective for each students needs.   At the culmination of the intervention, students will be reassessed to determine if mastery has been achieved. Students who do not respond to Tier II interventions will receive Tier III interventions and will be referred to Student Study Team if adequate progress over time has not been met.

Tier III is for the small percentage of students who do not respond to interventions provided in Tier II. Parents, teachers, administrators,

information such as goals for students, standards being addressed, interventions being implemented, as well as data that has been collected. This information is valuable for record keeping and for leading RTI discussions during PLC meetings.

The second level of RTI (Tier II) is scientifically based supplemental instruction and intervention for students who do not demonstrate mastery of specific classroom concepts as determined by performance on grade level formative and summative testing. At this level, McGrath Elementary Schools grade level teams identify students not yet proficient and determine reasons why the student may be struggling. Grade level teams will determine which interventions will be most effective for each students needs including Tier III teachers as well as the Daily 5 TOSA, the Tier II teachers and the "seamless" day program enrollment, or flexible groupings within the classroom to provide additional opportunities to master standards. At the culmination of the intervention, students will be reassessed to determine if mastery has been achieved. Students who do not respond to Tier II interventions will receive Tier III interventions and will be referred to Student Study Team.

Tier III is for the small percentage of students who do not respond to interventions provided in Tier II. Parents, teachers, administrators, special education staff, and (where appropriate) the students attend Student Study Team (SST) meetings. All documented interventions are reviewed, and the team makes recommendations for further support and possibly evaluation by special education staff. Tier II and Tier III and/or the Resource Specialist may be assigned to work with these students individually for part of the school day. Teachers, SST members, Tier II and Tier III teachers, and administrators will meet with parents and students (6th grade students will be invited to attend) for At Risk of Retention/ Individualized Learning Plan conference meetings in early November, February, and May of each school year. At these Individualized Learning Plan (ILP) conferences, teachers will review student progress, discuss what students need to be able to do by the end of the year, and work with parents and students to set progress goals/ sign commitments from all parties for the same; teachers will describe Tier II and Tier III interventions provided here at school. These conferences will provide parents, early in the year, an understanding of their childs current performance and educational materials/strategies to use at home to support mastery of standards.

special education staff, and (where appropriate) the students attend Student Study Team (SST) meetings. All documented interventions are reviewed, and the team makes recommendations for further support and possibly evaluation by special education staff. RtI teachers and/or the Resource Specialist may be assigned to work with these students individually for part of the school day. Teachers, SST members, RtI teachers, and administrators will meet with parents and students (6th grade students will be invited to attend) for At Risk of Retention/ Individualized Learning Plan conference meetings in early November, February, and May of each school year. At these Individualized Learning Plan (ILP) conferences, teachers will review student progress, discuss what students need to be able to do by the end of the year, and work with parents and students to set progress goals/ sign commitments from all parties for the same; teachers will describe Tier II and Tier III interventions provided here at school. These conferences will provide parents, early in the year, an understanding of their childs current performance and educational materials/strategies to use at home to support mastery of standards.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$0 (repeat expenditure)	$0 (repeat expenditure)	$0 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	; Included in Goal 5 Action 1	; Included in Goal 5 Action 1	; Included in Goal 5 Action 1

Action 3

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: Meadows

Actions/Services

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

Meadows RTI Plan:
 	
1. The first Staff Meeting of the year will focus on developing a shared vision and a common language to define each tier of RTI, including conversations around Core Instruction.
2. RTI leadership team will meet with Sarah Schul at the beginning of the year to develop a systemic approach to intervention aligned to the district goals, including:
   a. Defining entrance and exit criteria
   b. Clearly defining what supports look like at all levels of RTI
   c. Developing a consistent progress monitoring system to measure student progress
   d. Data Analysis protocols to determine effectiveness of instructional program and identify trends to provide appropriate supports at all levels of RTI
3. During the first three weeks of school, Universal Screening (DIBELS, Benchmark Advance, CORE Phonics Survey, and Flint and Cooter) will be utilized to determine students who will be receiving RTI services in the area of
	Meadows RTI Plan:
	
	1. The first Staff Meeting of the year will focus on developing a shared vision and a common language to define each tier of RTI, including conversations around NSDs Core Expectations document.
	2. RTI leadership team will meet with Sarah Schul at the beginning of the year to develop a systemic approach to intervention aligned to the district goals, including:
	   a. Defining entrance and exit criteria
	   b. Clearly defining what supports look like at all levels of RTI
	   c. Developing a consistent progress monitoring system to measure student progress
	   d. Data Analysis protocols to determine effectiveness of instructional program and identify trends to provide appropriate supports at all levels of RTI
	3. During the first three weeks of school, Universal Screening (DIBELS, Benchmark Advance, CORE Phonics Survey, and Flint and Cooter) will be utilized to determine students who will be receiving RTI services in the area of reading.	

reading.

4. Teachers, in collaboration with site administration, will analyze EL data to ensure Integrated and Designated Tier 1 ELD support is provided to students who require specific and targeted language intervention.
5. Teams will collaborate with RSP teacher and the Reading Curriculum Specialist to analyze Benchmark 1 data
6. Teams will collaborate with RSP teacher and the Reading Curriculum Specialist to develop a structure for Tier 1 support that includes, designated ELD support that includes both targeted language and content support.
7. By the end of the first month of school, teams will collaborate with the RSP teacher and the Reading Curriculum Specialist to develop an Intervention Master Schedule and protocol that will identify focus skill groups, as well as identify students who will be receiving Tier 2 and Tier 3 support.
8. Teams will develop a progress monitoring timeline to ensure consistent checkpoints and exit criteria. Additionally, teams will set goals that are attainable to adjust the intensity of the interventions depending on students' responsiveness.
9. Tier 3 supports will be allocated based upon grade level needs. The Special Education staff will be utilized in the delivery of Tier 3 supports.
10. In the area of Math, the Bridges intervention resources will be utilized to provide targeted supports during Tier II instruction. Our Curriculum Specialist will be trained by District Math coaches to screen students. Grade level teams and curriculum specialists will collaborate to analyze the data and determine appropriate math support and services.
11. NSD's ELA/ELD adoption will ensure alignment between Tier I core instruction and Tier 2 small group intervention and enrichment. In addition, the program includes an ELD component that provides Integrated and Designated supports for ELs to access the same content as their peers, but with the appropriate receptive and expressive language supports necessary to build both language and content background.
12. Following each DIBELS Benchmark and math and reading unit or trimester assessments, in collaboration with the Reading Curriculum Specialist, grade level teams will analyze data results to determine students who may need to

4. Teachers, in collaboration with site administration, will analyze EL data to ensure Integrated and Designated Tier 1 ELD support is provided to students who require specific and targeted language intervention.
5. Teams will collaborate with RSP teacher and the Reading Curriculum Specialist to analyze Benchmark 1 data
6. Teams will collaborate with RSP teacher and the Reading Curriculum Specialist to develop a structure for Tier 1 support that includes, designated ELD support that includes both targeted language and content support.
7. By the end of the first month of school, teams will collaborate with the RSP teacher and the Reading Curriculum Specialist to develop an Intervention Master Schedule and protocol that will identify focus skill groups, as well as identify students who will be receiving Tier 2 and Tier 3 support.
8. Teams will develop a progress monitoring timeline to ensure consistent checkpoints and exit criteria. Additionally, teams will set goals that are attainable to adjust the intensity of the interventions depending on students responsiveness.
9. Tier 3 supports will be allocated based upon grade level needs. The Curriculum Reading Specialist and the Resource Room teacher will be utilized in the delivery of Tier 3 supports.
10. In the area of Math, the Bridges intervention resources will be utilized to provide targeted supports during Tier II instruction. Grade level teams, Site Administrators, and NSD Math Coaches will collaborate to analyze the data and determine appropriate math support and services.
11. NSDs ELA/ELD adoption will ensure alignment between Tier I core instruction and Tier 2 small group intervention and enrichment. In addition, the program includes an ELD component that provides Integrated and Designated supports for ELs to access the same content as their peers, but with the appropriate receptive and expressive language supports necessary to build both language and content background.
12. Following each DIBELS Benchmark and math and reading unit or trimester assessments, in collaboration with the Reading Curriculum Specialist, grade level teams will analyze data results to determine students who may need to enter and/or exit RTI services.

enter and/or exit RTI services.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$0 (repeat expenditure)	$0 (repeat expenditure)	$0 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	; Included in Goal 5 Action 1	; Included in Goal 5 Action 1	; Included in Goal 5 Action 1

Action 4

Students to be Served:

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

Location(s):

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

OR

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

Actions/Services

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

Newhall RTI Plan:
 	
1. Administration will work with specialists and support staff to review RtI tiers and their roles. Together the team will review school schedules and caseloads to determine what grade levels/classes they can best support
2. The assistant principal will be overseeing and working closely with RtI personnel (curriculum specialists and .47 teachers a.k.a. Newhall Support Team)
3. Administration will present RtI to grade level team leaders to lay the foundation of how it is going to work
4. The first staff meeting will be used to review the RtI model and PLC expectations
5. ILT will be instrumental in building and shaping our RtI model throughout the year
6. ILT will meet with Sarah Schuhl at the beginning of the year to develop a systemic approach to intervention aligned to the district goals, including:
   a. Defining entrance and exit criteria
   b. Clearly defining what supports look like at all levels of RTI
   c. Developing a consistent progress
	Newhall 2018-19 RTI Plan:
	
	1. The Instructional Leadership Team (ILT) will review the 3 tiers of RTI, the ILT and collaborative teams pyramid, and the role of each in student learning with staff
	2. The ILT will review school schedules to determine supports (.47 teachers and curriculum specialists)
	3. The principal and assistant principal will be overseeing and working closely with RTI personnel (curriculum specialists and .47 teachers)
	4. The ILT will revisit the NSD Core Instructional Best Practices routinely
	5. The PBIS team and staff will determine social behaviors students need to learn
	6. The ILT and team leaders will identify essential standards for ELA and create proficiency maps and pacing for ELA standards by unit
	7. The collaborative teams will create ELA interventions first around the essential standards
	8. The collaborative teams will plan for ELA intervention by student by target
	9. The ILT will meet with outside consultants (Sarah Schuhl and Patty Maxfield) during the school year to	

monitoring system to measure student progress

   d. Data Analysis protocols to determine effectiveness of instructional program and identify trends to provide appropriate supports at all levels of RTI

7. During the first week of school, Universal Screening (DIBELS and Bridges screening tools) will be utilized to determine students who will be receiving RTI services

8. Teachers will analyze EL data to ensure Integrated and Designated ELD support is provided to students who require specific and targeted language intervention

9. Teams will collaborate with the assistant principal, S&L Specialist, RSP teacher, and .47 teachers, to develop a structure for Designated ELD support and differentiate between language support and content support

10. By the end of the second week, teams will develop an intervention matrix to identify essential standards, as well as students who will be receiving Tier II and Tier III support

11. Teams will develop a progress monitoring timeline to ensure consistent checkpoints. Additionally, teams will set goals that are attainable to adjust the intensity of the interventions depending on students' responsiveness

12. Tier III supports will be allocated based upon grade level needs

13. In the area of Math, the Bridges intervention resources will be utilized to provide targeted supports during Tier II instruction. Teams will collaborate with the assistant principal, S&L Specialist, RSP teacher, and .47 teachers to analyze the data and determine appropriate support and services.

14. Our new ELA/ELD adoption will ensure alignment between Tier I class instruction and small group instruction in Tier II. In addition, the program includes an ELD component that provides Integrated and Designated supports for ELs to access the same content as their peers, but with the appropriate linguistic supports necessary to build both language and content background.

15. Following each unit or trimester assessment, grade level teams will analyze data results to determine students who may need to enter and/or exit RTI services. Additionally, data analysis will help ensure Goal #1 and Goal #2 are being met.

continue to develop and monitor our approach to intervention

10. The ILT and collaborative teams will revisit ELD time and support for grade levels and how EOs are using the time

11. The ILT and team leaders will revisit the best time for Tier 2 at each grade level

12. The ILT will establish a common recording sheet for teams to use when determining students in Tier 2 groups

13. PBIS will address Tier 2 behavior interventions

14. The ILT will develop a progress monitoring timeline to ensure consistent checkpoints. Additionally, teams will set goals that are attainable to adjust the intensity of the interventions depending on students responsiveness for each cycle

15. Tier III supports will be allocated based upon grade level needs

16. The ILT and team leaders will revisit time at each grade level for Tier 3

17. The ILT and team leaders will follow the recommendations from the District SST committee

18. Following each cycle, collaborative teams will analyze data results to determine students who may need to enter and/or exit RTI services.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$0 (repeat expenditure)	$0 (repeat expenditure)	$0 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	; Included in Goal 5 Action 1	; Included in Goal 5 Action 1	; Included in Goal 5 Action 1

Action 5

Students to be Served:

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

Location(s):

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

OR

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	**2018-19** Select from New Action, Modified Action, or Unchanged Action:	**2019-20** Select from New Action, Modified Action, or Unchanged Action:
New Action	Modified Action	Unchanged Action
Oak Hills RTI Plan: 1. RTI leadership team will meet with Sarah Schuhl at the beginning of the year to develop a systematic approach to intervention aligned to the district goals: a. Defining entrance and exit criteria b. Clearly defining what supports look like at all levels of RTI c. Developing a consistent progress monitoring system to measure student progress d. Data Analysis protocols to determine effectiveness of instructional program and identify trends to provide supports at all levels. 2. During beginning of the year staff meeting there will be a focus on developing a shared vision and a common language to clearly define each level of RTI. 3. During first week of school a Universal Screening will be utilized to determine students who will be receiving RTI services. 4. Teachers will analyze CASSPP data and	**Oak Hills RTI Plan:** ILT and Team Leaders will attend the PLC Institute with Sarah Schuhl in June to develop a systematic approach to our PLCs to align with the district goals: 1. Defining entrance and exit criteria through the use of mid-cycle assessments. 2. Revisiting the definition of what supports look like at all levels of RTI 3. Developing a more consistent progress monitoring system to measure student progress 4. During beginning of the year staff meeting there will be a review of our shared vision and common language to clearly define each level of RTI. 5. During first week of school a Universal Screening to ensure support is provided to students who require specific and targeted instruction. Teachers will also continue to engage in data-analysis protocols to address specifically the last two critical PLC questions. How will we respond when students do	

universal screening to ensure support is provided to students who require specific and targeted instruction.

5. By the end of the second week, teams will develop an intervention matrix to identify essential standards, as well as students who will be receiving Tier 2 and Tier 3 support.
6. Our new ELA/ELD adoption will ensure alignment between Tier 1 class instruction and small group instruction in Tier 2. The program also includes an ELD component that provides Integrated and Designated Supports for ELs to access the same content but with appropriate linguistic supports to build language and content background.
7. Our RSP teacher will support out students with IEP's through a pull out model in both ELA and Mathematics. The RSP teacher will continue to create small groups of students by common IEP goals and grade level in order to meet their individual needs. She will also push in for groups when possible during RTI to better support students in need.
8. Grade level teams will develop a progress monitoring timeline to ensure consistent checkpoints.
9. Tier 3 supports will be allocated based upon grade level needs.
10. Following each unit or trimester assessment, grade level teams will analyze results to determine students who may need to enter and/or exit RTI services.
11. In the area of Math, the Bridges intervention resources will be utilized to provide targeted supports during Tier 2 instruction. Grade level teams and math coaches will collaborate to analyze the data and determine appropriate support and services.
12. In addition to intervention support provided during the day, Oak Hills would like to offer an after school intensive math intervention for Grades 2nd – 6th. Students eligible for this additional instructional support would attend classes for forty-five minutes a day, 2 days a week, for 6-8 weeks. Class sizes are limited to between 10-12 students. Intervention teachers provide skill instruction based on communication provided to them by grade level teams as a result of data analysis completed by teams. Intervention teachers would use a pre/post assessment as well as mid checkpoints to gather data on student performance during the after

not learn it and how will we respond when students already know it?

4. Teachers will analyze CASSPP and universal screening data to ensure support is provided to students who require specific and targeted instruction.
5. By the end of the second week of school, teams will develop a consistent intervention matrix to identify essential standards, as well as students who will be receiving Tier 2 and Tier 3 support.
6. Our new ELA/ELD adoption will continue to ensure alignment between Tier 1 class instruction and small group instruction in Tier 2.
7. Grade level teams will work to develop consistent ELA unit plans to provide similar instruction across the grade level.
8. Our RSP teacher will support out students with IEPs through a pull out model in both ELA and Mathematics. The RSP teacher will continue to create small groups of students by common IEP goals and grade level in order to meet their individual needs. She will also push in for groups when possible during RTI to better support students in need.
9. Grade level teams will develop a progress monitoring timeline to ensure consistent checkpoints aligned to the priority standards.
10. Tier 3 supports will be put in place for all grade levels.
11. Following each unit or trimester assessment, grade level teams will analyze results to determine students who may need to enter and/or exit RTI services.
12. In the area of Math, the Bridges intervention resources as well as additional resources will be utilized to provide targeted supports during Tier 2 instruction. Grade level teams and math coach will collaborate to analyze the data and determine appropriate support and services.
13. In addition to intervention support provided during the day, Oak Hills would like to offer an after school intensive Tier 3 ELA/Math intervention for Grades 1st 6th. Students eligible for this additional instructional support would attend classes for forty-five minutes 1 hour a day, 2-3 days a week, for 6-8 weeks. Class sizes are limited to between 10-12 students. Intervention

school intervention class.	teachers provide skill instruction based on communication provided to them by grade level teams as a result of data analysis completed by teams. Intervention teachers would use a pre/post assessment as well as mid checkpoints to gather data on student performance during the after school intervention class. 14. ILT/Admin will identify needs of staff and provide on-going support staff and professional development as needed.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$0 (repeat expenditure)	$0 (repeat expenditure)	$0 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	; Included in Goal 5 Action 1	; Included in Goal 5 Action 1	; Included in Goal 5 Action 1

Action 6

Students to be Served:

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

Location(s):

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

OR

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

Actions/Services

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

Old Orchard RTI Plan:
 	
1. Beginning of the year Staff Meeting will focus on developing a shared vision and a common language to define each tier of RTI.
2. RTI leadership team will meet with Sarah Schuhl at the beginning of the year to develop a systemic approach to intervention aligned to the district goals, including:
    a. Defining entrance and exit criteria
    b. Clearly defining what supports look like at all levels of RTI
    c. Developing a consistent progress monitoring system to measure student progress
    d. Data Analysis protocols to determine effectiveness of instructional program and identify trends to provide appropriate supports at all levels of RTI
3. During the first week of school, Universal Screening (DIBELS and Benchmark Advance) will be utilized to determine students who will be receiving RTI services.
4. Teachers will analyze EL data to ensure Integrated and Designated ELD support
	Old Orchard 2018-19 RTI Plan:
	
	TIER 1
	
	• As a site, we will revisit the NSD Core Instructional Best Practices to grow teacher capacity
	• Teachers will select 8-12 priority standards per grade level for ELA
	• Teams will create a proficiency map for ELA to use with Tier 1 and Tier 2 planning, instruction, and assessment
	• Teams will create CFAs during math and ELA for the priority standards.
	• For ELA, teams need to identify the targeted skills needed for each unit in ELA and use assessment data to do so
	
	• Next year, we will assemble a team and begin PBIS training to address academic and social behaviors and expectations for students in all areas of the school
	
	TIER 2
	
	• Teams will maintain consistent progress monitoring using the Data WIN Sheet to track students entering/exiting Tier 2 instruction to determine effectiveness of each WIN cycle. (WIN = What I	

is provided to students who require specific and targeted language intervention.

5. Teams will collaborate with RSP teacher and Curriculum Specialists to develop a structure for Designated ELD support and differentiate between language support and content support.
6. By the end of the second week, teams will develop an intervention matrix to identify essential standards, as well as students who will be receiving Tier 2 and Tier 3 support.
7. Teams will develop a progress monitoring timeline to ensure consistent checkpoints. Additionally, teams will set goals that are attainable to adjust the intensity of the interventions depending on students' responsiveness.
8. Tier 3 supports will be allocated based upon grade level needs.
9. In the area of Math, the Bridges intervention resources will be utilized to provide targeted supports during Tier II instruction. Our Curriculum Specialists have been trained by District Math coaches to screen students. Grade level teams and curriculum specialists will collaborate to analyze the data and determine appropriate support and services.
10. Our new ELA/ELD adoption will ensure alignment between Tier I class instruction and small group instruction in Tier II. In addition, the program includes an ELD component that provides Integrated and Designated supports for ELs to access the same content as their peers, but with the appropriate linguistic supports necessary to build both language and content background.
11. Following each unit or trimester assessment, grade level teams will analyze data results to determine students who may need to enter and/or exit RTI services. Additionally, data analysis will help ensure Goal #1 and Goal #2 are being met.

Need)
- Teams will determine how to improve communication with our curriculum specialists and involve them with team planning for WIN time and ensure clear alignment to core instruction
- When planning for Tier 2 instruction, teams will gather information about prerequisite skills students have or dont have related to essential standards
- Teams will determine extension activities for students during WIN time, including resources and persons responsible

- Next year, we will consider how to integrate ELA and Math WIN cycles into master schedule and identify the deployment of resources. The Instructional Leadership Team will assist with this process
- PBIS team will determine how to intervene for social behaviors and coordinate interventions for students (Will vs Skill)

TIER 3

- As a site, we will determine how students are identified for Tier 3 intervention. Teams will determine what skills will be addressed during Tier 3 intervention
- The Instructional Leadership Team (ILT) will discuss the use of personnel and how we are allocating our resources to provide targeted instruction for students in greatest need
- Teams will monitor individual student progress during Tier 3 instruction to ensure consistent follow-up
- The ILT team will revamp our current SST structure to ensure the SST process functions to support teachers and students

Additional Next Steps

- Site admin will create consistent schedule for Instructional Leadership Teams meetings for 2018 2019 school year
- The ILT will clarify its purpose, specifically our area of focus related to Tier 1 core instruction, and share that out to the staff during staff meetings to ensure common vision and mission
- As a site, we will begin to utilize Google Docs to allows teams to electronically store artifacts and documents they are creating and using from one year to the next
- The ILT will help create a template for PLC agendas to ensure consistent communication and documentation of

	PLC minutes	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$0 (repeat expenditure)	$0 (repeat expenditure)	$0 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	; Included in Goal 5 Action 1	; Included in Goal 5 Action 1	; Included in Goal 5 Action 1

Action 7

Students to be Served:

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

Location(s):

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

OR

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Modified Action	Unchanged Action
Peachland RTI Plan: 1. By the end of the second week of school, each grade level team will review prior year data in EADMS using the Standards Report to determine which standards to provide differentiated support during Tier I instruction and to provide immediate support in Tier II and Tier III. 2. By the end of the second week, teams will complete the intervention matrix to identify standards of need, as well as the list of students who will be receiving Tier II and Tier III support. 3. The RTI team will meet with Sarah Schuhl, a consultant hired by the district, to formalize the intervention program. 4. Teams will formulate a progress monitoring timeline. 5. Tier III supports will be allocated based upon grade level needs. 6. PLC minutes will reflect progress monitoring outcomes and include team responses. 7. In math, teachers will use Dreambox as a progress monitoring tool along with team created common formative	**Peachland RTI Plan:** 1. Before the first day of school, the instructional leadership team will publish a master schedule with protected instructional blocks in each grade level for English language development and intervention/enrichment. 2. Before the first day of school, teams will have identified 8-12 priority standards in both ELA and math and will have created a proficiency map for ELA. 3. By the end of the second week of school, each grade level team will review prior year data in EADMS using the Standards Report to determine which standards to provide differentiated support during Tier I instruction and to provide immediate support in Tier II and Tier III. 4. By the end of the second week, teams will identify standards of need, as well as the list of students who will be receiving Tier II and Tier III support. 5. Tier III supports will be allocated based upon grade level needs. 6. PLC minutes and WIN Data Sheet will note progress monitoring outcomes and include team action plans.	

assessments and unit pre- and post-assessments.

8. In ELA, teachers will utilize reports within Reading A-Z/RAZ Kids as a progress monitoring tool along with team created CFAs and pre- and post- assessments from the adopted ELA curriculum.
9. Following each unit or trimester assessment, our RTI team will review the data to ensure that goal 1 is being met.
10. Following each unit or trimester assessment, teams will determine students entering and exiting RTI support.
11. Each trimester, teams will celebrate the progress of their students at a staff meeting.
12. This process will repeat for the remainder of the school year.

7. In math, teachers will use Dreambox as a progress monitoring tool along with team created common formative assessments and/or unit pre- and post-assessments.
8. In ELA, teachers will monitor student progress through team created common formative assessments and/or pre- and post- assessments from the adopted ELA curriculum.
9. Our instructional leadership team will meet monthly to review school wide data and/or address any challenges that are impacting student learning.
10. Our Positive Behavior Interventions and Supports team will meet at least 5 times a year to address challenges that are impacting student learning. These meetings may overlap with the instructional leadership team meetings.
11. Following each cycle of targeted instruction, teams will give common formative assessments to determine students which students will be entering and exiting RTI support.
12. During staff meetings, teams will celebrate student growth due to each teams efforts.
13. Sarah Schuhl, a Solution Tree consultant, will meet with grade level teams and/or the instructional leadership team 6 times during the school year to monitor and refine the intervention program.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$0 (repeat expenditure)	$0 (repeat expenditure)	$0 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	; Included in Goal 5 Action 1	; Included in Goal 5 Action 1	; Included in Goal 5 Action 1

Action 8

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: Pico Canyon

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Modified Action	Unchanged Action
Pico Canyon RTI Plan: 1. By the end of the second week of school, each grade level team will review prior year data in EADMS using the Standards Report (filtered by demographics for English Only, English Learner, and Special Education Students) to determine which standards to provide differentiated support for during Tier I instruction and to provide immediate support for in Tier II and Tier III instruction. 2. By the end of the second week of school, teams will complete the intervention matrix to identify standards of need as well as the list of students who will be receiving Tier II and Tier III support. 3. The RTI leadership team will meet with Sarah Schuhl, contracted professional expert, to formalize the intervention process. 4. Teams will formulate a timeline for progress monitoring. 5. Tier III supports will be allocated based upon grade level needs. 6. Professional Learning Community (PLC) minutes will reflect progress monitoring	**Pico Canyon RTI Plan:** 1. By the end of the second week of school, each grade level team will review prior year data in EADMS using the Standards Report (filtered by demographics for English Only, English Learner, and Special Education Students) to determine which standards to provide differentiated support for during Tier I instruction and to provide immediate support for in Tier II and Tier III instruction. 2. By the end of the second week of school, teams will complete the intervention matrix to identify standards of need as well as the list of students who will be receiving Tier II and Tier III support. 3.Teams will formulate a timeline for progress monitoring. 4.Tier III supports will be allocated based upon grade level needs. 5. Professional Learning Community (PLC) minutes will reflect progress monitoring outcomes and include team responses. 6. In the area of math, teachers will utilize reports in DreamBox as a progress monitoring tool along with team-created common formative assessments and unit pre-assessments. Common Formative Assessments and Unit/ Chapter Assessments were used for progress monitoring	

outcomes and include team responses.
7. In the area of math, teachers will utilize reports within Dreambox as a progress monitoring tool along with team-created common formative assessments and unit pre-assessments.
8. In ELA, teachers will utilize pre-assessments from the newly adopted ELA program, along with Reading A-Z/RAZ kids as a progress monitoring tool, and team-created common formative assessments.
9. Following each unit or trimester assessment, our RTI leadership team will review the data to ensure that goal #1 is being met.
10. Following each unit or trimester assessment, teams will determine students entering and exiting RTI services.
11. Each trimester, teams will celebrate the progress of their students at a staff meeting.
12. This process repeats itself for the remainder of the school year.

7. In ELA, teachers will utilize pre-assessments as well as weekly assessments from the newly adopted ELA program, along with Reading A-Z/RAZ kids as a progress monitoring tool, and team-created common formative assessments.
8. Following each unit or trimester assessment, our RTI leadership team will review the data to ensure that goal #1 is being met.
9. Following each unit or trimester assessment, teams will determine students entering and exiting RTI services.
10. Each trimester, teams will celebrate the progress of their students at a staff meeting.
11. This process repeats itself for the remainder of the school year.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$0 (repeat expenditure)	$0 (repeat expenditure)	$0 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	; Included in Goal 5 Action 1	; Included in Goal 5 Action 1	; Included in Goal 5 Action 1

Action 9

Students to be Served:

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

Location(s):

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

OR

Students to be Served:

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

English Learners, Foster Youth

Scope of Services:

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

Location(s):

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

Specific Schools: Stevenson Ranch

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Modified Action	Unchanged Action
Stevenson Ranch RTI Plan: In English Language Arts, by the end of the third week of school, each grade level team will create a list of students who did not meet standard on the CAASPP assessment, focusing on the Reading area, and cross referencing their performance from the Benchmark Interim One assessment to identify the students who will need beginning of the year support in specific standards. In math, by the end of the third week, each team will create a list of students who did not meet standard on the CAASPP assessment. Teachers will work within teams to administer the intervention assessment to those students to determine the list of students who will be participating in Tier 2 and possible Tier 3 intervention for math. Unit instruction is presented through a variety of methodologies including whole group, small group and one-on-one instruction. In language arts, teachers are using components of Benchmark Advance to support their standards based instruction. Within this program, teachers are using leveled instruction to teach literacy and writing. In addition, teachers will focus on academic discourse and language development skills with the use of designated and integrated supports. Designated supports will be offered during small group instruction for	**Stevenson Ranch RTI Plan:** The RTI plan for Stevenson Ranch School begins with grade level team meetings utilizing Professional Learning Community structures to design common formative assessments, discuss instructional practices, and analyze student performance data on team, district, and state assessments. As a result, teams design remediation, intervention, and extension to meet the needs of all students. To support this, teams may reorganize students into differentiated instructional groups as a team, across teams, and/or with the support of intervention/enrichment teachers and curriculum specialists. The process beings by using multiple sources of information at the beginning of the school year. Teams utilize previous school year watch-lists, State assessment data, and administer beginning of the year assessments to determine initial lists of students who need immediate support or targeted instruction. Tier I instruction is presented through a variety of methodologies including whole group, small group and one-on-one settings. In language arts teachers use Benchmark Advance to support their standards based instruction. Within this program teachers are using leveled instruction	

a minimum of 30 minutes per day. In math, our teachers will use the components on Bridges to align to the mathematical standards and have access to DreamBox to supplement. Within the curriculum students are also exposed to workplaces, number talks and number corners with a focus in academic discourse using content vocabulary. Students demonstrating stronger prior knowledge are provided Tier I instruction and extension or enrichment activities throughout the unit.

Those students not demonstrating solid prior knowledge are provided with Tier II (small group and one-on-one) instruction. Tier II instruction occurs in the classroom for all grade levels, and will include grade level groupings of students. It is during these levels that designated supports within our math and language arts adoption will continue to be a focus. Based on CFA results and district exams, grade level teams will meet during PLC to determine the standards that students need to address in order to be proficient. These groupings will allow for grade level teams to work on standards that are not met within a grade level. Teachers may use our intervention teachers or curriculum specialists to group the students in smaller groups of up to 6-8.

When students continue to struggle meeting standard, they may need time for more intensive and even smaller group instruction. For this, we will have our intervention teachers pull students in groups no larger than 5 and possibly one-to-one if needed. Our goal is for the intervention program to be supported by two 47% teachers and two curriculum specialists. Tier III intervention will be available at each grade level to meet the needs at that grade level. Services will be a mix of push-in and pull out support based upon the needs and number of students. Instruction is cyclical, and generally occurs in sessions lasting 4 to 6 weeks in duration. Students will be provided more opportunities for small group, hands-on learning through manipulatives, vocabulary introduction and experience as well as building fluency and comprehension. When an instructional unit is nearing closure, teachers will administer Common Formative Assessments (CFAs) to determine proficiency levels of students, and inform next steps for instruction and intervention.

At the completion of these assessments, the teachers will use the SRE data form during PLC meetings to analyze ELA and Math assessments to monitor progress and determine future intervention processes. Based on this data, teams will select the students who will continue to receive, exit or

to teach literacy and writing. Instruction is cyclical, and generally occurs in sessions lasting 4 to 6 weeks in duration. Teachers focus on academic discourse and language development skills with the use of designated and integrated supports. Designated supports, such as English Language Development, are offered during small group instruction for a minimum of 30 minutes per day. In math, our teachers use Bridges (TK-5th) and CPM (6th) to align to the mathematical standards. Teachers assign focus areas in DreamBox online to support and extend learning.

Tier II instruction is for students who do not demonstrate a solid understanding of content. At all grade levels students work in small groups to support targeted skills. Based on CFA results and district assessments, grade level teams analyze the data to determine the standards that students need to address in order to be proficient. Teachers may utilize our intervention teachers or curriculum specialists to support working in small groups of up to 8 students.

Tier III is for students who continue to struggle meeting standard and require intensive remediation. Our intervention staff work with students individually and in groups no larger than 5. Services are a mix of push-in and pull out support based upon the needs and number of students. Our intervention program is supported by part-time credentialed teachers and part-time curriculum specialists. Students are provided opportunities for hands-on learning, vocabulary preview and review, and discussion to build fluency and comprehension. As instructional units progress teachers administer Common Formative Assessments (CFAs) to determine proficiency levels of students, and inform next steps for instruction and intervention.

The school Instructional Leadership Team meets to analyze school wide achievement data and monitor student growth within RTI structures. Having the school wide view, the ILT team reviews resources and schedules to provide targeted support to teams as they strive to eliminate the achievement gap.

When a student does not demonstrate success within the RTI structures, the Student Success Team convenes to discuss possible factors (such as social, emotional, and physiological challenges) that may impact student learning. The team identifies specific strategies to support that individual being successful in school, and develops action steps in partnership with student, teachers, parents, and other relevant school support staff members.

begin intervention supports within and outside the classroom. In ELA, teams will be utilizing the new unit assessments from Benchmark Advance to monitor progress for classroom intervention. We will continue to use Bridges Unit Assessments in math to monitor classroom progress.

The goal is for all students to be proficient with their grade level standards. In addition to intervention support, staff will be utilized to provide extension and enrichment through coordinated sessions aligned at each grade level. This will include a four-day intervention schedule, and a one day per week, with grade levels rotating for blocks of time, enrichment schedule.

If students are still not making progress in Tier III, this small percentage of students will be referred to Student Success Teams and possible Special Education determination. They might require a different setting all together or will see our Resource Specialist Teacher (RSP) to work on individualized education goals set forth in an Individualized Education Plan (IEP). This time will be spent in a one-to-one setting or small groups of no more than 4. Progress is tracked through informative data within this setting and tested formally through the IEP process. The RSP teacher will also collaborate with both the classroom teachers and Intervention lab to ensure each student is in their appropriate setting to meet our success criteria.

In addition to intervention support, staff is utilized to provide extension and enrichment through coordinated sessions aligned at each grade level.   Stevenson Ranch School recognizes that all students benefit from enriching opportunities. The goal is for all students to be engaged in learning and proficient with their grade level standards.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$0 (repeat expenditure)	$0 (repeat expenditure)	$0 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	; Included in Goal 5 Action 1	; Included in Goal 5 Action 1	; Included in Goal 5 Action 1

Action 10

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

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)

Specific Schools: Valencia Valley

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Modified Action	Modified Action
Valencia Valley RTI Plan: 1. All teachers and administration will be trained in the Benchmark Advanced Curriculum before school starts. There will be an emphasis during the training on foundational skills, (phonics instruction), the use of small group instruction in all grade levels and the use of Designated and Integrated Supports. This professional development will begin over the summer and will continue throughout the year. 2. In June, the Instructional Leadership Team will meet to begin discussing upcoming priorities: the district's "Core Instruction Expectations" documents for reading and math, the use of Designated and Integrated ELD supports, and how this all impacts core instruction as well as intervention. The ILT will then help with integration of these documents with their teams and colleagues leading into the '17-'18 school year. 3. During the August 15th staff meeting, there will be a focus on a common vision of what each tier of intervention entails and how our school will best meet	**Valencia Valley 2018-19 RTI plan.** 1. Over the summer, the Instructional Leadership Training (ILT) will schedule meetings once or twice a month. This is an increase over the last year. 2. At the first Back to School staff meeting, the Instructional Leadership Team will present to the staff the vision for the year, report out on where we ended last year and celebrate the growth made. The ILT and staff will discuss what went well in WIN ("What I Need") and how we can make improvements. 3. During the first few weeks of school, each grade level will decide which essential standards in which their WIN groups will be formed. Using our Interventionists assistance, students will be assessed and grouped in WIN groups accordingly. Also, during this time, collaborative teams and administration will identify English Learners and define the designated and integrated supports taught. Teams will decide how designated supports will be administered to groups of EL students at each team.	

all student's needs.

4. The Instructional Leadership Team (ILT) will meet together and then with Sarah Schuhl the first few weeks of school to create an intervention matrix aligned to site and district goals. They will look at a consistent, systematic approach to math instruction, entrance and exit criteria for tiers II and III, progress monitoring, and the use of assessment data to drive instruction.

5. The ILT, Resource Teacher and English Learner Lead Teacher will collaborate with classroom teachers on how to best use EL data to ensure Integrated and Designated ELD supports are embedded in each classroom.

6. The first two to three weeks of school, Curriculum Specialists will assess using Benchmark Advanced, DIBELS Next, and the Bridges Intervention binder for all students who are in consideration for intervention as a Universal Screening. This will be one indicator of deciding intervention candidates.

7. Next, the team will identify which students will be receiving intervention in each grade level based on data and collaborate with Curriculum Specialists to determine essential standards for each group for that teaching cycle.

8. Timelines for the entire year will be created to ensure progress monitoring has consistent checkpoints. Goals will be created based on the essential standards.

9. Curriculum Specialists will work in the beginning of the year and throughout with our district math coaches with the Bridges Intervention binder for screening, progress monitoring, direct teaching, using CFAs and other assessments to ensure tier II students are receiving targeted, strategic supports.

10. Tier I ELA/ELD will be taught through Benchmark Advance only and will align with Tier II. Integrated and Designated supports for ELs give students the ability to access content with the appropriate supports necessary to build content and language background.

11. At each reporting period, Curriculum Specialists will provide a detailed report of current data to classroom teachers of progress monitoring.

12. After each teaching cycle, regular meetings will take place for the ILT to reexamine the entrance and exit criteria, Universal Screenings, how Designated and Integrated supports are being used,

4. We are constantly clarifying the role of our Instructional Leadership Team with the rest of the staff. The ILT communicates to the staff what is the purpose and how it morphs over time. At each staff meeting, the ILT will report out the work. After each ILT meeting, minutes will be sent out to the entire staff. ILT and team leaders will combine for leadership meetings.

5. Using the WIN data sheets collected from each team, the ILT will meet monthly to discuss areas of need, celebrate successes, define best practices and growth being made. The ILT will look for trends across each grade level (vertical articulation) to best help the school wide goal.

6. The ILT will continue to look at Learning Targets and how this will become the school wide goal for the year. ILT will get baseline data, chart trends, and start to develop professional development for the staff.

7. Since the ELA priority standards have been recently selected for each grade level and they have begun the work of creating a proficiency map, the ILT will build capacity with the staff around this work specifically in vertical articulation. Two grade levels have WIN for reading while the rest have WIN for math.

8. The staff will build capacity around the newly improved Student Support Team (SST) process and the relationship this has with Intervention. Members of the SST committee will share findings, improved documents and next steps. SSTs are a general education function and having a data driven, multi-tiered SST process led by general education teachers.

analyze quality core instruction, essential standards, and that our goals are being met.		

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$0 (repeat expenditure)	$0 (repeat expenditure)	$0
Source	LCFF	LCFF	LCFF
Budget Reference	; Included in Goal 5 Action 1	; Included in Goal 5 Action 1	; Included in Goal 5 Action 1

Action 11

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: Wiley Canyon

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	Modified Action	Unchanged Action
Wiley Canyon RTI Plan: Our Tiered intervention program is designed to help students bridge the gap between their current level in academic areas and the grade level essential standards. Two curriculum specialists support students in primary grades (K and 1st) and intervention teachers are currently assigned to grade spans (1/2, 3/4, and 5/6). The curriculum specialists are deployed specifically through the "push-in" model to individual teachers for both ELA and mathematics. The curriculum specialists communicate with classroom teachers to monitor student progress and instruction. Intervention teachers provide "push-in" intervention for mathematics and "pull-out" for English Language Arts (ELA). All students are individually evaluated at the beginning of the year for placement to inform focus of instruction throughout the year to track ongoing progress. Intervention groups are fluid as determined by individual teachers and Grade Level PLC teams depending upon student progress. Benchmark Common Formative Assessments (CFAs) are used throughout the year to monitor progress. Kindergarten utilizes the curriculum specialist on a rotating basis throughout the school day	**Wiley Canyon RTI Plan:** Our RTI/Tiered intervention program is designed to help students bridge the gap between their current level in academic areas and the grade level essential standards. Two curriculum specialists support students in Kindergarten. The curriculum specialists are deployed specifically through the push-in model to individual teachers for both ELA and mathematics. Three full-time intervention teachers are currently assigned to grade spans (1/2, 3/4, and 5/6). mathematics. The curriculum specialists communicate with classroom teachers to monitor student progress and instruction. Intervention teachers provide push-in intervention for mathematics and pull-out for English Language Arts (ELA). All students are individually evaluated at the beginning of each learning cycle to identify specific support during our Response to Intervention (RTI) Tiers II and III as defined below. Intervention groups are fluid as determined by individual teachers and Grade Level PLC teams depending upon student progress. All grade levels teams reorganize students 2 to 3 days a week for 30 to 40 minutes to provide designated support. Teachers work with students to improve reading	

which totals two hours and fifteen minutes of support per teacher per day. Students in primary grades receive thirty minutes four days per week of additional support from a curriculum specialist for ELA and thirty minutes for math.

Teachers work with students to improve reading fluency, academic and general vocabulary development, reading comprehension and conceptual understanding of math concepts. Students are assessed using a grade level standards-based assessment to monitor student progress resulting from small group instruction. The pull-out model is utilized for reading and push-in for mathematics. Support is gradually withdrawn as students move towards independence.

In addition to intervention support provided during the day, Wiley Canyon offers an Extended Day program. Students eligible for Extended Day are given additional instructional support after school on Mondays through Thursdays in grades 1-6. This after-school program offers each student 180 minutes of additional academic support weekly. Class sizes are limited to 8-10 students. Students in grades one through six qualify for Extended Day based on multiple measures including District unit assessments and grade level CFAs. Intervention teachers provide skill instruction based on communication provided to them by grade level teams as a result of data analysis completed by the teams.

Due to students' socio-economic status and lack of resources at home, a technology extended day program is being offered to support students who do not have a computer or internet access at home. Online resources such as Dreambox and Accelerated Reader require a home connection. The school's computer lab is offered to students in grades 3-6 for an hour each day Monday through Thursday. The technology extended day program is being facilitated by our Support Tech., Technology Specialist. Providing students with access to the computer lab afterschool will assist in eliminating the achievement gap.

Our Resource Specialist Teacher (RSP) will support our students with Individualized Education Plans (IEPs) through a "pull-out" model in both ELA and mathematics. The RSP teacher will continue to create small groups of students by common IEP goals and grade level in order to meet their individual needs. Students will be provided the appropriate instructional time and days according to their IEP. IEP goals and accommodations will be

fluency, academic and general vocabulary development, reading comprehension and foundational math concepts. Support is gradually withdrawn as students move towards independence. Benchmark Common Formative Assessments are used throughout the year to monitor progress in English Language Arts. Bridges Unit and CPM Chapter Assessments are used to monitor progress in mathematics. Grade level teams also develop Common Formative Assessments (CFAs) to drive their instruction.

In addition to intervention support provided during the day, through RTI, Wiley Canyon offers an Extended Day program. Students eligible for Extended Day are given additional instructional support after school on Mondays through Thursdays in grades 1-6. This after-school program offers eligible students 180 minutes of additional academic support weekly. Class sizes are limited to 8-10 students. Students in grades one through six qualify for Extended Day based on multiple measures including District unit assessments and grade level CFAs. Intervention teachers provide instruction to address foundational gaps in both English Language Arts and mathematics as indicated through data analysis.

Due to students socio-economic status and lack of resources at home, a technology extended day program is being offered to support students who do not have a computer or internet access at home. The schools computer lab is offered to students in grades 3-6 for one hour per week on Wednesdays. The technology extended day program is being facilitated by our Support Tech., Technology Specialist.   Also, this year the Newhall School District has implemented the Home Connect program which provides Chromebooks for students to use at home in grades 5 and 6. Currently Wiley Canyon has issued 40 Chromebooks to students. Providing students with access to through use of the Chromebooks and the computer lab afterschool will provide access to online curriculum resources to support student learning needs.

Our Resource Specialist Teacher (RSP) supports our students with Individualized Education Plans (IEPs) through a pull-out model in both ELA and mathematics. The RSP teacher creates small groups of students based on common IEP goals in order to meet their individual needs.   Students are provided the appropriate instructional time and days according to their IEP. IEP goals and accommodations are communicated to the classroom teacher in the beginning of the year

communicated to the classroom teacher in the beginning of the year in order to provide academic support in the general education classroom and RSP class. Goals will be updated as needed in the IEP meetings including the special education team, classroom teacher, parent and administrators.

Tier I - is quality classroom instruction based on the Common Core standards. Student progress is monitored using the teacher created Common Formative Assessments (CFAs) and district unit assessments.

Tier II - consists of research-based supplemental instruction and intervention for students not making sufficient progress in Tier I. Tier II includes teacher-directed team time that focuses on specific essential standards with struggling students in small group instruction of 6 to 8 students.

Tier 3 - Instruction and Intensive Intervention (ELA & Math)

Focus: Students who have not responded adequately to Tier 1 and Tier 2 instruction and

interventions, or students, with extremely low screening scores, who require a more intensive program immediately.

Instructional Program/Goal: Scientific, research-based programs or instructional strategies designed to supplement, enhance and support the Tier I core curriculum while targeting student need. The instructional goal is to have 95% of the student population at a benchmark level using the core curriculum, including differentiated instruction, and Tier 2 interventions. The immediate, short term instructional goal is to increase the student's reading and math skills so that s/he will learn at an adequate rate with only Tier 1 and Tier 2 instruction.

Group size for intervention: 4-6 students in each group. It is important that the group members are at the same instructional level in order to provide intensive and focused intervention.

Recommended Frequency: 30-45 minutes a day of Tier 3 instruction, 3-5 days/week for a minimum of 4 – 6 weeks, in addition to the core instruction.

Setting: Depends on the need of the student, may be within ("push-in") or outside of the classroom ("pull-out").

in order to provide academic support in the general education classroom and RSP class. Goals are updated as needed in the IEP meetings including the special education team, classroom teacher, parent and administrators.

Tier I - is quality classroom instruction based on the Common Core standards. Student progress is monitored using the teacher created Common Formative Assessments (CFAs), District Unit Assessments and Interim Assessments

Tier II - consists of research-based supplemental instruction and intervention for students not making sufficient progress in Tier I. Tier II includes teacher-directed team time where grade level grouped to focus on specific skills/concepts.

Tier 3 - Instruction and Intensive Intervention (ELA & Math)

Focus: Students who have not responded adequately to Tier 1 and Tier 2 instruction and interventions, or students, with extremely low screening scores, who require a more intensive program immediately.

Instructional Program/Goal: Scientific, research-based programs or instructional strategies designed to supplement, enhance and support the Tier I core curriculum while targeting student need. The instructional goal is to have at least 80% or higher of the student population at a benchmark level using the core curriculum, including differentiated instruction, and Tier 2 interventions. The immediate, short term instructional goal is to increase the students reading and math skills so that s/he will learn at an adequate rate with only Tier 1 and Tier 2 instruction.

Group size for intervention: 4-6 students in each group. It is important that the group members are at the same instructional level in order to provide intensive and focused intervention.

Frequency: 30-45 minutes a day of Tier 3 instruction, 3-5 days/week for a minimum of 4 6 weeks throughout the day and during Extended Day, in addition to the core instruction.

Setting: Depends on the need of the student, may be within (push-in) or outside of the classroom (pull-out).

Assessment: Progress monitoring (pre and post assessment) on the target skill. If student is significantly below grade level,

Assessment: Progress monitoring (pre and post assessment) on the target skill.

If student is significantly below grade level, grade level assessments and instructional level assessments will be alternated. Exit criteria can be based on progress needed to reach benchmark goal by a certain time or on a rate-of-improvement goal.

At the end of each intervention cycle, intervention teachers will complete an intervention log which will include information about the focus of the intervention, the frequency and length, the results of the pre and post assessment, and any anecdotal notes. The intervention logs will serve as a way to communicate with the classroom teacher and parents, as well as track students who have previously received intervention by filing the form in their CUM file.

Interventionists: Curriculum Specialists and Intervention Teachers (during the day and extended day)

K - Curriculum Specialist pushes into classrooms

1 - Curriculum Specialist pushes into classrooms

1 - Intervention Teacher pulls out similar groups

2 - Intervention Teacher pushes in and pulls out similar groups

3 - Intervention Teacher pushes in and pulls out similar groups

4 - Intervention Teacher pushes in and pulls out similar groups

5 - Intervention Teacher pushes in and pulls out similar groups

6 - Intervention Teacher pushes in and pulls out similar groups

The fundamental idea under the term "differentiating instruction" is to move students *forward* from wherever they are academically. Inasmuch as public schools are at times characterized as "one size fits all," that characterization would never fit the Newhall School District. Listed below are the key processes of our school's program to: (1) elevate students who are performing below

grade level assessments and instructional level assessments will be alternated. Exit criteria can be based on progress needed to reach benchmark goal by a certain time or on a rate-of-improvement goal.

At the end of each intervention cycle, intervention teachers will complete an intervention log which will include information about the focus of the intervention, the frequency and length, the results of the pre and post assessment, and any anecdotal notes. The intervention logs will serve as a way to communicate with the classroom teacher and parents, as well as track students who have previously received intervention by filing the form in their CUM file.

Interventionists: Curriculum Specialists and Intervention Teachers (during the day and extended day)

K - Curriculum Specialist pushes into classrooms both ELA and mathematics

1 - Intervention Teacher pushes in for mathematics and pulls out similar groups during RTI and Designated ELD

2 - Intervention Teacher pushes in for mathematics and pulls out similar groups during RTI and Designated ELD

3 - Intervention Teacher pushes in for mathematics and pulls out similar groups during RTI and Designated ELD

4 - Intervention Teacher pushes in for mathematics and pulls out similar groups during RTI and Designated ELD

5 - Intervention Teacher pushes in for mathematics and pulls out similar groups during RTI and Designated ELD

6 - Intervention Teacher pushes in for mathematics and pulls out similar groups during RTI and Designated ELD

The fundamental idea under the term differentiating instruction is to move students *forward* from wherever they are academically. Inasmuch as public schools are at times characterized as one size fits all, that characterization would never fit the Newhall School District. Listed below are the key processes of our schools program to: (1) elevate students who are performing below grade level to grade level proficiency; (2) accelerate students who are already at grade level proficiency, and; (3) support students identified as Gifted and Talented.

Identified GATE students will participate in the Wiley Canyon GATE Program which will include classroom differentiated instruction throughout the disciplines, participation in the Science Fair, school leadership opportunities, oral presentations and various other activities

grade level to grade level proficiency; (2) accelerate students who are already at grade level proficiency, and; (3) support students identified as Gifted and Talented.

Identified GATE students will participate in the Wiley Canyon GATE Program which will include classroom differentiated instruction throughout the disciplines, participation in the Science Fair, school leadership opportunities, oral presentations and various other activities offered by the classroom teachers. In addition, students entering into the program in 4th grade will begin to develop their GATE portfolio, either digitally or in the form of a binder, to document and track their individual tasks and products. These portfolios will allow students to integrate knowledge, experience, and critical thinking skills across disciplines, topics, and concepts. Student projects will include an action research investigation and a Science Technology Engineering and Math (STEM) integrated project. With the help of the classroom teacher, students will determine the areas of enrichment they would like to focus on for the school year to allow for autonomy and creativity. Portfolios will be shared at student-led conferences at the end of the year where students will have the opportunity to showcase their portfolios with parents.

offered by the classroom teachers. In addition, students entering into the program in 4th grade will begin to develop their GATE portfolio, either digitally or in the form of a binder, to document and track their individual tasks and products. These portfolios will allow students to integrate knowledge, experience, and critical thinking skills across disciplines, topics, and concepts. Student projects will include an action research investigation and a Science Technology Engineering and Math (STEM) integrated project. With the help of the classroom teacher, students will determine the areas of enrichment they would like to focus on for the school year to allow for autonomy and creativity. Portfolios will be shared at student-led conferences at the end of the year where students will have the opportunity to showcase their portfolios with parents.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$0 (repeat expenditure)	$0 (repeat expenditure)	$0 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	; Included in Goal 5 Action 1	; Included in Goal 5 Action 1	; Included in Goal 5 Action 1

Action 12

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

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	New Action	Unchanged Action
	Support and build capacity of the Instructional leadership Teams (ILT) at each school site. In order for teacher leaders to flourish, certain characteristics and conditions are important. Teacher leaders need to develop the knowledge and skills needed to lead as well as the dispositions and attitudes to be recognized as leaders. There must also be opportunities for leadership in the school, and the ILT, with its focus on student learning and improving instruction, is a perfect opportunity to grow teacher leadership. The characteristics of team members listed below may be present or will be developed as the members of the ILT continue to grow and develop. Each ILT will meet at least once a month for up to 1.5 hours to collaborate and support instructional growth for teachers and administrators on an area of focus or problem of practice based on qualitative or quantitative data.	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$0	$10,865	$10,825

Source	LCFF	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries; Support & build capacity of Instructional Leadership Teams at each site	1000-1999 Certificated Salaries; Support & build capacity of Instructional Leadership Teams at each site
Amount	$0	$2,135	$2,175
Source	LCFF	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits; Support & build capacity of Instructional Leadership Teams at each site	3000-3999 Employee Benefits

Action 13

Students to be Served:

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

All

Location(s):

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

All Schools

OR

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	Action	New Action
		Students who qualify for the Low-Performing Student Block Grant (LPSBG) will be identified and monitored for academic growth through the use of a custom classroom in the assessment system. Support services will be modified as needed. They will be provide support services through site RTI plans as well as before and after school programs. An annual report to the Board on these students will be done.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$0	$0	$41,500
Source			Other State Revenues
Budget Reference			1000-1999 Certificated Salaries
Amount	$0	$0	$8,330
Source			Other State Revenues
Budget Reference			3000-3999 Employee Benefits
Amount	$0	$0	$7,500

Source			Other State Revenues
Budget Reference			4000-4999 Books and Supplies

Unchanged Goal

Goal 6

Increase the percentage of students attaining proficiency on District technology standards by 5 percentage points in the 2019-20 school year.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes
Local Priorities: Other indicators of student performance in required areas of study

Identified Need:

The district used the following process to identify the need:

A comparison of the summative data showing the percentage of students who met or exceed standard on the District Technology Priority Standards over the past three years are as follows:

Grade	16-17	17-18	18-19
Kindergarten	66%	72%	65%
1st	66%	61%	64%
2nd	72%	59%	64%
3rd	61%	67%	72%
4th	73%	84%	83%
5th	66%	68%	77%
6th	76%	63%	72%

Standards which involve keyboard, right-left use of hands and touch typing in grades K-3 are the most challenging and impact the overall percentage of mastery of standards . For example in K-2 these standards mastery level range from 18%-26% while the remaining standards range from 80 % to 95%.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
District Technology Priority Standards	The percent increase on the number of students meeting or exceeding proficiency on each of the 5 District priority standards at each grade in comparison to prior year data is shown below: **Grade** | **15-16** | **16-17**	The percent increase on the number of students meeting or exceeding proficiency on each of the 5 District priority standards at each grade will increase by 5% in comparison to prior year data.	The percent increase on the number of students meeting or exceeding proficiency on each of the District priority standards at each grade will increase by 3 percentage points in comparison to prior year data.	The percent increase on the number of students meeting or exceeding proficiency on each of the District priority standards at each grade will increase by 5 percentage points in comparison to prior year data.

Kindergarten	71%	66%
1st	56%	66%
2nd	78%	72%
3rd	60%	61%
4th	79%	73%
5th	80%	66%
6th	78%	76%

Planned Actions / Services

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

Action 1

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

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

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

Actions/Services

2017-18	2018-19	2019-20
Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Modified Action	Modified Action
Provide on-going professional development and training on utilizing technology to support the 5 priority standards at each grade level within the Bridges and CPM math curriculum, new ELA/ELD curriculum, and STEMscopes from our District coaches.	Provide ongoing professional development and training on utilizing technology to support the priority standards at each grade level through after school training sessions.	Provide ongoing professional development and training on utilizing technology, specifically the Google platform to support the priority standards at each grade level through after school training sessions known as Tech Tuesdays.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$7,200	$17,280	$17,220
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	1000-1999 Certificated Salaries; Inst Staff Dev LotteryTraining provided by IVS, Dreambox, or EADMS on SMART boards, Safari Montage, Dreambox, EADMS, or other on-line resources	1000-1999 Certificated Salaries; Inst Staff Dev LotteryTraining provided by IVS, Dreambox, or EADMS on SMART boards, Safari Montage, Dreambox, EADMS, or other on-line resources	1000-1999 Certificated Salaries; Inst Staff Dev LotteryTraining provided by IVS, Dreambox, or EADMS on SMART boards, Safari Montage, Dreambox, EADMS, or other on-line resources
Amount	$1,285	$3,395	$3,455
Source	Other State Revenues	Other State Revenues	Other State Revenues

Budget Reference	3000-3999 Employee Benefits; Inst Staff Dev Lottery Extra duty hourly benefits	3000-3999 Employee Benefits; Inst Staff Dev Lottery Extra duty hourly benefits	3000-3999 Employee Benefits; Inst Staff Dev Lottery Extra duty hourly benefits

Action 2

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

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

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

Actions/Services

2017-18	2018-19	2019-20
Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
Deploy a site based technology support technician at each school.		

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$285,561	$293,015	$286,026
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Supplemental-10 FTE Support Tech salary	2000-2999 Classified Salaries; Supplemental-10 FTE Support Tech salary	2000-2999 Classified Salaries; Supplemental-10 FTE Support Tech salary
Amount	$132,212	$116,072	$121,872
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Supplemental-Benefits for site support techs	3000-3999 Employee Benefits; Supplemental-Benefits for site support techs	3000-3999 Employee Benefits; Supplemental-Benefits for site support techs

Action 3

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Unchanged Action
Revisit and adjust technology priority standards for each grade level with District Technology Committee. Share revised standards with all grade level teachers.	Review and revise technology priority standards for each grade level with District Technology Committee. Share revised standards with all grade level teachers.	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$4,224	$3,840	$3,840
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	1000-1999 Certificated Salaries; Inst Staff Dev Lottery-hourly extra duty teacher	1000-1999 Certificated Salaries; Inst Staff Dev Lottery-hourly extra duty teacher	1000-1999 Certificated Salaries; Inst Staff Dev Lottery-hourly extra duty teacher
Amount	$754	$755	$771
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	3000-3999 Employee Benefits; Inst Staff Dev Lottery Benefits for teacher extra duty	3000-3999 Employee Benefits; Inst Staff Dev Lottery Benefits for teacher extra duty	3000-3999 Employee Benefits; Inst Staff Dev Lottery Benefits for teacher extra duty

Action 4

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

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
Continue to provide additional library/media technician time at all 10 school sites to support student access to resources.		

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$59,707	$70,468	$51,638
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Supplemental-Additional classified hourly salary	2000-2999 Classified Salaries; Supplemental-Additional classified hourly salary	2000-2999 Classified Salaries; Supplemental-Additional classified hourly salary
Amount	$29,379	$29,260	$22,165
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Supplemental-Benefits on hourly library/media	3000-3999 Employee Benefits; Supplemental-Benefits on hourly library/media	3000-3999 Employee Benefits; Supplemental-Benefits on hourly library/media

Action 5

Students to be Served:

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

All

Location(s):

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

Specific Schools: Pico Canyon, Meadows,Stevenson Ranch

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Unchanged Action
Allocate one additional classroom technology support technician based on a District created formula that identifies the greatest needs.	Allocate one additional classroom technology support specialist based on District-created formula that addresses the greatest needs.	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$28,556	$41,127	$24,525
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Base-1 FTE Support Technician	2000-2999 Classified Salaries; Base-1 FTE Support Technician	2000-2999 Classified Salaries; Base-1 FTE Support Technician
Amount	$13,221	$17,406	$9,205
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Base-Benefits for 1 FTE Support Tech	3000-3999 Employee Benefits; Base-Benefits for 1 FTE Support Tech	3000-3999 Employee Benefits; Base-Benefits for 1 FTE Support Tech

Action 6

Students to be Served:

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

All

Location(s):

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

All Schools

OR

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	New Action	Unchanged Action
	Provide all students with access to Type to Learn, an on-line keyboard program to support student progress in meeting the NSD Grade Level Technology Standards.	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$0	$9,872	$8,760
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies; Provide Sutdents with Type to Learn to improve technology skills - Restricted Lottery	4000-4999 Books and Supplies

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Action 7

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	New Action	Unchanged Action
	Provide students with home access to technology by providing sites with Chromebooks and wireless access points that students can checkout from their school for a week at a time through the NSD Home Connect Program.	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$0	$28,750	$28,750
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	5000-5999 Services and Other Operating Expenses

Unchanged Goal

Goal 7

Increase parent engagement and participation in school programs/activities by at least 3 percentage points as measured by participation in:

- Site/District LCAP meetings
- School site council meetings
- Site/District English Learner Advisory Council meetings
- PTA/PTO meetings
- District stakeholder meetings
- District surveys
- Gifted District Advisory Council meetings
- Parent conferences

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement
Local Priorities: Efforts to seek parent input for decisions at district and school site

Identified Need:

The District used the following process to identify the need:

Reviewed attendance data for site and District LCAP stakeholder meetings. .

Reviewed site data for attendance at school site council, English Learner Advisory Council, PTA/PTO meetings, and GATE District Advisory Council meetings.

Reviewed participation at site and District events.

Reviewed participation at fall conferences.

Reviewed annual fundraising

Reviewed site-by-site cumulative volunteer hours

All metrics either exceeded or were close to the metric in the goal . For example, parent attendance at conferences was 94.4% when the metric was 95%. Annual fundraising amounts were $ 463,150 and the goal was $450,000.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Effectiveness Surveys	The District received a total of 890 school effectiveness surveys returned in 2015-16.	The District will receive a total of 2000 school effectiveness surveys returned in 2016-17.	The District will receive a total of 2200 school effectiveness surveys.	The District received a total of 2621 school effectiveness surveys.
Parent Volunteer Hours	Parent volunteer hours totaled 90,156 for all 10 school sites in 2015-16	Parent volunteer hours totaled 62,271 for all 10 school sites in 2016-17	Parent volunteer hours will total at least 77,500 for all 10 school sites.	Parent volunteer hours will total at least 78,000 for all 10 school sites.
Phone Messaging System	The District sent a combined total of 667,323 email and phone messages to parents in 2015-16.	The District sent a combined total of more than 680,000 email and phone messages to parents	The District will send combined total of more than 1,200,000 email and phone messages to	The District will send a combined total of more than 1,250,000 email and phone messages to

		in 2016-17.	parents.	parents.
District fundraising efforts	School sites raised $447,055 from PTA/PTO, Foundations, and other fundraisers in 2015-16.	School sites raised $436,964.07 from PTA/PTO, Foundations, and other fundraisers in 2016-17.	School sites will raise more than $470,000 from PTA/PTO, Foundations, and other fundraisers.	School sites will raise more than $490,000 from PTA/PTO, Foundations, and other fundraisers.
Fall parent conference attendance	*(see table below)*	Increase parent participation rate at fall conferences by at least 2%.	All schools site will have have over 95% participation rate at fall conferences.	All schools site will have have over 96% participation rate at fall conferences.

School	2016-17 Fall Conference Attendance
McGrath	99%
Meadows	100%
Newhall	91%
Oak Hills	98%
Old Orchard	90%
Peachland	91%
Pico Canyon	95%
Stevenson Ranch	94%
Valencia Valley	91%
Wiley Canyon	91%
District	94%

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18	2018-19	2019-20
Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
Track and increase parent volunteer hours. Track annual fundraising by all sites and what the allocations were used for at the sites. Track percentage of parent attendance at fall conferences and at Back to School Night.		

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source			
Budget Reference	; No cost volunteer hours	; No cost volunteer hours	; No cost volunteer hours

Action 2

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

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Modified Action	Unchanged Action
Provide a 6 hour bilingual Community Liaison to engage parents in their child's education and support community connections and outreach programs at our Title Schools with the highest unduplicated pupil count. Provide a 4 hour bilingual Community Liaison to engage parents in their child's education and support community connections and outreach programs at our Non-Title Schools.	Provide a 8 hour bilingual Community Liaison to engage parents in their child's education and support community connections and outreach programs at our Title I Schools with the two highest unduplicated pupil count. Provide a 6 hour bilingual Community Liaison to engage parents in their child's education and support community connections and outreach programs at our three remaining Title I Schools. Provide a 4 hour bilingual Community Liaison to engage parents in their child's education and support community connections and outreach programs at our Non-Title Schools.	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$194,155	$217,215	$209,220
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Supplemental-6.25 FTE Community Liaison salaries	2000-2999 Classified Salaries; Supplemental-6.25 FTE Community Liaison salaries	2000-2999 Classified Salaries; Supplemental-6.25 FTE Community Liaison salaries
Amount	$48,822	$80,570	$82,959

Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Supplemental- Benefits for 6.25 FTE Community Liaison	3000-3999 Employee Benefits; Supplemental- Benefits for 6.25 FTE Community Liaison	3000-3999 Employee Benefits; Supplemental- Benefits for 6.25 FTE Community Liaison

Action 3

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

Students to be Served:

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

Location(s):

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

OR

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

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	**2018-19** Select from New Action, Modified Action, or Unchanged Action:	**2019-20** Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Unchanged Action
Provide CCSS parent workshops and parent engagement opportunities at DELAC and GDAC events.	Provide NGSS parent workshops and parent engagement opportunities at DELAC and GDAC events	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$9,000	$6,000	$2,250
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Supplemental-Printing, translators, supplies, and child care	4000-4999 Books and Supplies; Supplemental-Printing, translators, supplies, and child care	4000-4999 Books and Supplies; Supplemental-Printing, translators, supplies, and child care
Amount	$0	$0	$3,650
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries
Amount	$0	$0	$863
Source			LCFF
Budget Reference			3000-3999 Employee Benefits

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Action 4

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

Students to be Served:

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

Location(s):

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

OR

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

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	**2018-19** Select from New Action, Modified Action, or Unchanged Action:	**2019-20** Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
Renew contract for website design with translation feature.		

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$27,253	$25,000	$25,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Supplemental-Website renewal fees	4000-4999 Books and Supplies; Supplemental-Website renewal fees	4000-4999 Books and Supplies; Supplemental-Website renewal fees

Unchanged Goal

Goal 8

Increase the average daily attendance rate for all students to at least 97.5% during the 2018-19 school year.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 5. Pupil engagement
Local Priorities: School Attendance and Chronic Absenteeism

Identified Need:

The District used the following process to identify the need: Reviewed site-by-site 2018-19 attendance data . Reviewed site-by-site suspension data and its relation to absenteeism. Reviewed site-by-site efforts to reduce/eliminate chronic absenteeism.

The District-wide school attendance percentage rate in 2018-19 was 96.4%. School site attendance percentage rates range from 95.3% to 96.8.% .

Absent letter suppression rate for 2018-19 school year was 2.01%.Tracking chronic absentee conference scheduling and closure rates for 2018-19 school year was 100%.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Average daily attendance	Average daily attendance rate for 15-16 was 96.6%	Average daily attendance rate for 2016-17 will be 97% or higher.	Average daily attendance rate will be 97.5% or higher.	Average daily attendance rate will be 98% or higher.
Chronic absenteeism suppression rates	Chronic absenteeism suppression rates was <1% district-wide in 2015-16.	Chronic absenteeism suppression rates will remain under 1% district-wide in 2016-17.	Chronic absenteeism suppression rates will be under 1% district-wide.	Chronic absenteeism suppression rates will be under 1% district-wide.
Attendance closure rates	Attendance conference closure rates were 100% district-wide in 2015-16.	Attendance conference closure rates will remain 100% district-wide in 2016-17.	Attendance conference closure rates will remain 100% district-wide.	Attendance conference closure rates will remain 100% district-wide.

Planned Actions / Services

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

Action 1

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
Student attendance and notifications to parents will be monitored by the district office using its current student information system. Students who begin to show a pattern of excessive absences will be addressed individually by site administrators and classroom teachers.		

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source			LCFF
Budget Reference			

Action 2

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	Action	New Action
		Provide monthly recognition for individual school sites to recognize increases in attendance rate..

Unchanged Goal

Goal 9

The suspension rate of students who need assistance to overcome behavioral and emotional obstacles to learning will be no more than .5% following implementation of a comprehensive District-wide counseling program and through implementing Positive Behavior Interventions and Supports.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 5. Pupil engagement; 6. School climate
Local Priorities: Student suspension rates and school connectedness

Identified Need:

The District used the following process to identify the need:

Reviewed and identified the number of student suspensions district-wide for 2018-19 as 57. This is a decrease from 2017-18 where they were 74 total suspensions. The number of students suspended at ten school sites ranged from 1-8 in 2018-19. The number of discipline referrals decreased from 1087 in 2017-18 to 604 in 2018-19.

Suspension Data: Based on the state accountability system and the LCFF Rubrics the following suspension data was released for Newhall School District: In the area of suspension data, our District Foster Youth student group was red. All other student groups as a District under this indicator were blue, green, or orange.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Discipline referrals	The number of discipline referrals grew from 729 in 2015-16 to 981 in 2016-17. An increase of almost 35%.	Reduced the number of discipline referrals by at least 5% as evidenced in Aeries discipline records in 2017-18.	Reduce the number of discipline referrals by at least 5% as evidenced in Aeries discipline records.	Reduce the number of discipline referrals by at least 5% as evidenced in Aeries discipline records.
Suspensions	The number of suspensions increase from 68 suspensions in 2015-16 to 78 in 2016-17. This is 1.2% of total students.	In 2017-18, the total number of suspensions will be .5% or less.	The total number of suspensions will be .5% or less.	The total number of suspensions will be .5% or less.
Expulsions	Maintained zero expulsions as evidenced in Aeries discipline records in 2015-16.	Maintain zero expulsions as evidenced in Aeries discipline records in 2016-17.	Maintain zero expulsions as evidenced in Aeries discipline records.	Maintain zero expulsions as evidenced in Aeries discipline record.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

OR

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

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

Actions/Services

2017-18	2018-19	2019-20
Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Modified Action
Provide a comprehensive counseling program at each school site by expanding from 4 counselors to 5 counselors district wide. The additional counselor will serve targeted schools that have the highest percentage of unduplicated pupils with an additional day of service.	Provide a comprehensive counseling program at each school site with 6 full-time counselors. Two Full-time counselors will serve targeted students that have the two highest percentage of unduplicated pupils. One Title I school will receive 3 full days of support and the other two will receive 2.5 days Our remaining schools will receive between 2-3 full days of counseling support.	Provide a comprehensive counseling program at each school site with 7 full-time counselors. Five counselors will be assigned to serve at the Title 1 school sites full time, and the remaining 2 will be assigned at the non-Title sites.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$342,044	$373,444	$470,412
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Supplemental-5 FTE Counselors	1000-1999 Certificated Salaries; Supplemental-5 FTE Counselors	1000-1999 Certificated Salaries; Supplemental-5 FTE Counselors
Amount	$101,308	$114,342	$142,737

Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Supplemental- Benefits for 5 FTE counselor	3000-3999 Employee Benefits; Supplemental- Benefits for 5 FTE counselor	3000-3999 Employee Benefits; Supplemental- Benefits for 5 FTE counselor
Amount	$2,000	$0	$0
Source	LCFF		
Budget Reference	4000-4999 Books and Supplies; Supplemental-Antibullying program		

Action 2

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

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	Schoolwide	Specific Schools: McGrath, Meadows, Newhall, Oak Hills, Peachland, Pico Canyon, Stevenson Ranch, and Wiley Canyon

Actions/Services

2017-18	2018-19	2019-20
Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:
New Action	Modified Action	Modified Action
Eight school sites will establish a Positive Behavior Intervention Support (PBIS) team and will attend training to create an initial implementation plan for their site.	Two school sites will establish a Positive Behavior Intervention Support (PBIS) team and will attend training to create an implementation plan for their site. Eight schools will continue with year two implementation of PBIS with a kick-off assembly and incentive program established by PBIS team.	Two school sites will continue with their Positive Behavior Intervention Support (PBIS) team in year two planning for their site with a kick-off assembly and incentive program established by the PBIS team. Eight schools will continue with their third implementation year of PBIS.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$31,200	$40,000	$40,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Supplemental-Registration fee	5000-5999 Services and Other Operating Expenses; Supplemental-Registration fee	5000-5999 Services and Other Operating Expenses; Supplemental-Registration fee
Amount	$13,800	$33,097	$18,800
Source	Other State Revenues	Other State Revenues	LCFF

Budget Reference	1000-1999 Certificated Salaries; Inst Staff Dev Lottery-PBIS training sub costs	1000-1999 Certificated Salaries; Inst Staff Dev Lottery-PBIS training sub costs	1000-1999 Certificated Salaries; Inst Staff Dev Lottery-PBIS training sub costs
Amount	$2,463	$6,503	$3,770
Source	Other State Revenues	Other State Revenues	LCFF
Budget Reference	3000-3999 Employee Benefits; Inst Staff Dev Lottery-Benefits for PBIS training sub costs	3000-3999 Employee Benefits; Inst Staff Dev Lottery-Benefits for PBIS training sub costs	3000-3999 Employee Benefits; Inst Staff Dev Lottery-Benefits for PBIS training sub costs
Amount	$0	$0	$17,030
Source			LCFF
Budget Reference			4000-4999 Books and Supplies

Action 3

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Foster Youth

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
All newly identified foster youth across the District will be seen for an initial intake by a counselor and a determination will be made as to the need for continued services.		

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$0 (repeat expenditure)	$0 (repeat expenditure)	$0
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; No additional cost as this will be part of the district-wide counseling services.	1000-1999 Certificated Salaries; No additional cost as this will be part of the district-wide counseling services.	1000-1999 Certificated Salaries; No additional cost as this will be part of the district-wide counseling services.

Action 4

Students to be Served:

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

Location(s):

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

OR

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	**2018-19** Select from New Action, Modified Action, or Unchanged Action:	**2019-20** Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
Sustain the district wide anti-bullying education program at all grades.		

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$0 (repeat expenditure)	$0 (repeat expenditure)	$0 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; No additional cost as this will be part of the district-wide counseling services.	1000-1999 Certificated Salaries; No additional cost as this will be part of the district-wide counseling services.	1000-1999 Certificated Salaries; No additional cost as this will be part of the district-wide counseling services.

Action 5

Students to be Served:

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

Location(s):

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

OR

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)

Specific Schools: McGrath and Newhall

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	**2018-19** Select from New Action, Modified Action, or Unchanged Action:	**2019-20** Select from New Action, Modified Action, or Unchanged Action:
Action	New Action	Unchanged Action
	Hire a full-time School Social Worker to be shared between McGrath and Newhall. The School Social Worker will provide school-based mental health services to students who experience difficulties in educational achievement because of social, emotional, adjustment and/or attendance issues in a Title 1 school setting. The Social Worker will also run groups with a variety of students and other stakeholders, and seek to secure a long-term solution to mental and emotional disorders and a wide variety of relationship issues that will support continuous improvement in student academic achievement. The Social Worker will also provide direct clinical and case management services to students and parents, provide consultation and in-service training to school site personnel, and develop plans to improve students well-being that will include follow-up procedures and evaluation targets. This work will support administrators, teachers, staff and parents in a collaborative effort to improvement positive student academic achievement outcomes by providing the mental health supports needed for students specifically attending Title 1 schools and programs.	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$0	$42,420	$0
Source		Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference		1000-1999 Certificated Salaries; Social Worker position for two Title I schools - Title I & LCFF funding	1000-1999 Certificated Salaries; Social Worker position for two Title I schools - Title I & LCFF funding
Amount	$0	$14,377	$0
Source		Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference		3000-3999 Employee Benefits; Social Worker position for two Title I schools - Title I & LCFF funding	3000-3999 Employee Benefits; Social Worker position for two Title I schools - Title I & LCFF funding
Amount	$0	$42,420	$56,070
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	$0	$14,377	$19,307
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits	3000-3999 Employee Benefits

Action 6

Students to be Served:

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

All

Location(s):

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

All Schools

OR

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	Action	New Action
		To support all students in their social emotional growth which will ultimately lead to positive student outcomes, the district will provide an additional school counselor that will support this work through restorative practices, social emotional learning and social skills groups. This position will target specific student needs beyond what general counseling is present at all district sites.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$0	$0	$51,080
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries
Amount	$0	$0	$18,306
Source			LCFF

Budget Reference			3000-3999 Employee Benefits

Unchanged Goal

Goal 10

The Newhall School District will positively increase parent and student perception of school safety by at least 1 percentage point as measured by the revised School Effective survey and at least 2 percentage points on the California Healthy Kids survey administered to 5th grade students.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 5. Pupil engagement; 6. School climate
Local Priorities: Local measures used to ascertain safety

Identified Need:

The district used the following process to identify the need:

Reviewed the revised School Effectiveness Survey results on safety and determined the percentage of parents that agree school is a safe place overall is 96% . It ranges by site from 92% to 98%.

Suspension Data: Based on the new state accountability system and the LCFF Rubrics the following suspension data was released for Newhall School District:

Red- 1- Foster Youth

Orange-4-Hispanic, English Learners, Students with Disabilities, Socioeconomically Disadvantaged

Yellow-0

Green-2-African American, White

Blue-3-Asian, Filipino, Two or More Races

 2018-19 The results from the CA Healthy Kids Survey were the following. :

90% of the students reported yes to "At my school teachers and other grown ups care about you." all of the time or most of the time. This is up from 86%

67% of the students reported yes to " I feel close to people at school "all of the time or most of the time." This is up from 65% the year before.

85% of the students responded yes to " Do you feel safe at school " all or most of the time, with an additional 13% feeling safe some of the time. This is a 2% decrease from the year before.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Effectiveness Surveys	Established key indicators from School Effectiveness Survey: 1. My child's school encourages me to participate in school activities. 93.5% of parents agree. 2. My child is excited about learning at school. 93.5% of parents agree.	Improve by at least 1% on each key indicator from the School Effectiveness Survey.	Improve by at least .5% on each key indicator from the School Effectiveness Survey.	Improve by at least .5% on each key indicator from the School Effectiveness Survey.

	3. My child's school teaches the California Content Standards in the basic academic areas. 89.6% of parents agree.		
California Healthy Kids Survey	2015-16 California Healthy Kids Survey yielded the following data: • 86% of the students reported yes to "At my school, teachers and other grown ups care about you" • 66% of students reported yes to "I feel close to people at school" • 89% of students reported yes to "I feel safe at school"	2016-17 California Healthy Kids Survey yielded the following data: • At least 90% of the students will report yes to "At my school, teachers and other grown ups care about you" • At least 75% of students will report yes to "I feel close to people at school" • At least 90% of students will report yes to "I feel safe at school"	California Healthy Kids Survey will yield the following data: • At least 90% of the students will report yes to "At my school, teachers and other grown ups care about you" • At least 75% of students will report yes to "I feel close to people at school" • At least 92% of students will report yes to "I feel safe at school"	California Healthy Kids Survey will yield the following data: • At least 92% of the students will report yes to "At my school, teachers and other grown ups care about you" • At least 80% of students will report yes to "I feel close to people at school" • At least 94% of students will report yes to "I feel safe at school"

Planned Actions / Services

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

Action 1

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

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
Administer California Healthy Kids Survey to fifth grade students to assess school climate, student resiliency and student perception of safety on school campuses.		

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$1,280	$1,280	$1,288
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Base-California Healthy Kids Survey	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

Action 2

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

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	Specific Schools: TBD

OR

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

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

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
New Action	New Action	Unchanged Action
Install fences at sites with adjacent parks to provide a more safe and secure learning environment.	Replace low/damaged fence to provide a more safe and secure learning environment.	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$500,000	$200,000	$200,000
Source	Other Local Revenues	Other Local Revenues	Other Local Revenues
Budget Reference	6000-6999 Capital Outlay; Capital Reserve Fund	6000-6999 Capital Outlay; Capital Reserve Fund	6000-6999 Capital Outlay; Capital Reserve Fund

Action 3

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

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	Schoolwide	Specific Schools: McGrath, Meadows, Newhall, Oak Hills,Peachland, Pico Canyon, Stevenson Ranch, and Wiley Canyon

Actions/Services

2017-18	2018-19	2019-20
Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:	Select from New Action, Modified Action, or Unchanged Action:
New Action	Modified Action	Modified Action
Eight school sites will establish a Positive Behavior Intervention Support (PBIS) team and will attend training to create an initial implementation plan for their site.	Two school sites will establish a Positive Behavior Intervention Support (PBIS) team and will attend training to create an initial implementation plan for their site. Eight schools will continue with year two implementation of PBIS.	Two school sites will continue with their Positive Behavior Intervention Support (PBIS) team in year two planning for their site. Eight schools will continue with their third and final year of implementation of PBIS.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	$0 (repeat expenditure)	$0 (repeat expenditure)	$0 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	; Included in Goal 9 Action 2	; Included in Goal 9 Action 2	; Included in Goal 9 Action 2

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds:	Percentage to Increase or Improve Services:
$4,588,374	8.86%

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).

The amount of supplemental funds estimated for 2019-20 is $ 4,588,374

This amount will be expended for the following:

1. Counseling program-: The purpose of this program is to reach at-risk students and provide assistance to overcome behavioral and emotional obstacles to learning. It will provide additional support to students with a wide range of issues caused by socio-cultural barriers, poverty and absent and working parents. Counseling is offered District-wide with services offered 2 days per week per school site and additional services at school sites with greater unduplicated pupil counts. In addition to this more generalized counselling the counselors support students through the anti-bullying curriculum as well as act as an intake counselor for foster youth enrollments. (Goal 9 Actions 3 & 4) Due to the success of the basic counseling program (Goal 9 Action 1), we have added a specialized counselor to focus on restorative justice, and SEL (Goal 9 Action 6)The unduplicated pupils in the District are most likely to be the majority of pupils requiring these services. The District does not identify economically disadvantaged students and, therefore, the services are offered District-wide to afford all unduplicated pupils access. Additionally, a report from the Center for School Counseling Outcome Research in May 2005, concluded that in an exceptionally well-done comprehensive study, Brigman and Campbell (2003) used a quasi-experimental, pre-post test design to evaluate the impact of a school-counselor-led intervention on student academic achievement and school success behaviors. The Math and Reading scores from the Florida Comprehensive Assessment Test (FCAT) were used to assess academic improvement. The researchers randomly selected 185 experimental (treatment) group students and 185 comparison group students in grades 5, 6, 8, and 9, all of whom had initially scored between the 25th and 50th percentile on the FCAT. Students were selected from three elementary schools, one middle school, and two high schools. Treatment group students participated in the Student Success Skills curriculum, Center School Counseling Research Monographs Page 13 which focuses on cognitive, social, and self-management skills. Comparison group students were not exposed to the curriculum. The results of this study indicated a significant difference between treatment and comparison groups on reading and math scores. These results provide very strong support for the conclusion that school counseling interventions that focus on the development of cognitive, social, and self-management skills can result in sizable gains in student academic achievement. https://www.schoolcounselor.org/asca/media/asca/Careers-Roles/Effectiveness.pdf

In another report by the American School Counselor Association, Lapan, R. T., Gysbers, N. C., Bragg, S., & Pierce, M. E. (2012) drew the following conclusion, students who have greater access to school counselors and comprehensive school counseling programs are more likely to succeed academically and behaviorally in school; this is particular true for high poverty students. Lastly, Leon, A., Villares, E., Brigman, G., Webb, L, & Peluso, P. (2011) stated that a school counseling intervention designed to be culturally- and language-appropriate can make a significant difference in reducing the achievement gap with Latina/Latino students with limited English proficiency. https://www.schoolcounselor.org/asca/media/asca/Careers-Roles/Effectiveness.pdf

2. Classroom technology support-: The purpose of this program is to maximize student access to instructional technology as well as provide support for students who may struggle with use of technology due to limited language skills or lack of access to technology at home. By providing access to students to the internet and online instructional programs (Goal 6 Action 7) we have increased student participation in core programs such as DreamBox. We are able to track usage according to time of day and since the implementation of these devices and hotspots student use at the schools has increased.   This program is offered District-wide. The unduplicated pupils in the District are most likely to be the majority of pupils requiring these services. The District does not identify economically disadvantaged students and, therefore, the services are offered District-wide to afford all unduplicated pupils access. Research supporting this expenditure includes the following:

- Effective technology integration is achieved when its use supports curricular goals. It must support four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. Edutopia
- Research has proved that technology integration empowers students to master grade level content. It increases student motivation and engagement providing opportunities for students to explore and use technology tools within instructional lessons, which allows them to fully participate in technology rich experiences that make students actively involved in their learning. Students thrive on dynamic learning experiences that are collaborative, relevant, and engaging. The Newhall School District is dedicated to finding innovative ways of integrating technology into teaching, learning, and assessment. These strategies will allow for greater autonomy, engagement, individualization, and

differentiation, while giving students more active, responsible roles in their own learning.

- Being literate in the 21st century goes beyond the ability to read text. Learners must be able to synthesize and utilize a wide variety of media—such as video, audio, and still images—to express themselves and compete in a global, collaborative environmen<u>Education Week</u>

3. Intervention and enrichment programs (RTI) The purpose of the intervention and enrichment programs is to provide additional instructional support staff, resources, and training of staff for unduplicated pupils who may not have the support at home due to poverty, language barriers, parent education or limited or no enrichment opportunities. These programs are offered at the school site level with amounts allocated to each site based on unduplicated pupil counts. (Goal 5 Actions 1-11) The unduplicated pupils at each school are most likely to be the majority of pupils requiring these instructional support services. The District does not identify economically disadvantaged students and, therefore, each school site will offer services to afford all unduplicated pupils access.

4. Professional development-. This program is offered District-wide. Its purpose is to provide all teachers long-term, sustainable support in implementing the State Standards in ELA and math, Next Generation Science Standards (NGSS), ELD, technology integration and equity. The science TOSAs will be responsible for developing a District-wide course of study aligned to the Next Generation Science Standards, creating a vision for inquiry-based science and results, creating a roll-out plan for implementing the course of study, including a plan for professional development and materials purchase. Other content area TOSAs work in the areas of ELA and ELD and support for special education. (Goal 2 Action 3, 14 &15; Goal 3 Action 5 & 6; Goal 4 Action 2; Goal 6 Action 1). The District does not identify economically disadvantaged students and, therefore, each school site will offer services to afford all unduplicated pupils access. Additionally, since teachers may serve students at any site due to transfers and reassignments, the services are offered District-wide. Related research on Teacher Efficacy and the Effects of Coaching on Student Achievement by John A. Ross found that student achievement was higher in the classrooms of teachers who interacted more extensively with their coaches. Additionally in a dissertation by Karen Sumner (2011), she sited research that stated: High quality, job embedded professional development is the best way to improve teacher and student performance (Desimone, et al., 2002; Guskey, 2002; Wright, et al., 1997). Instructional coaching provides a non-evaluative means to support teachers through such activities as modeling, data analysis training, and observation and discussion (Black, 2007; Knight, 2009; Taylor, 2008). Lastly, in the article <u>Good Teaching Matters: How Well-Qualified Teachers Can Close the Gap</u> by Kati Haycock, she concluded that the most significant factor that impacts student achievement is the teacher.

5. ELA/ELD Teacher on Special Assignment-The District will hire two Teachers on Special Assignment to specifically support the implementation of the new ELA/ELD program, Benchmark Advance. (Goal 2 Action 6) The TOSAs will primarily support our Title I schools who have the highest number of EL students in the District. The intent is to support the implementation of integrated and designated ELD supports within the classroom using the Benchmark Advance resources. Related research on Teacher Efficacy and the Effects of Coaching on Student Achievement by John A. Ross found that student achievement was higher in the classrooms of teachers who interacted more extensively with their coaches. Additionally, in a dissertation by Karen Sumner (2011), she sited research that stated: High quality, job embedded professional development is the best way to improve teacher and student performance (Desimone, et al., 2002; Guskey, 2002; Wright, et al., 1997). Instructional coaching provides a non-evaluative means to support teachers through such activities as modeling, data analysis training, and observation and discussion (Black, 2007; Knight, 2009; Taylor, 2008). Lastly, in the article <u>Good Teaching Matters: How Well-Qualified Teachers Can Close the Gap</u> by Kati Haycock, she concluded that the most significant factor that impacts student achievement is the teacher.

6. Hip Hop , Folk Dance and Theatre Artist Residencies- (Goal 2 Action 10). The District does not identify economically disadvantaged students and, therefore, each school site will offer services to afford all unduplicated pupils access "<u>Involvement in the Arts and Human Development</u>" The first report is that of James S. Catterall, Richard Chapleu and John Iwanaga of the UCLA Graduate School of Education and Information Studies. They analyzed the extensive database from the National Educational Longitudinal Survey [NELS.88]. This survey obtained information on more than 25,000 school students over a period of 10 years. The very large sample size is noteworthy because it avoids problems encountered with small populations, such as a few classes in a limited number of school settings. The authors studied both the arts in general and then focused on music and theater arts. They were particularly interested in how arts education impacted students from families of lower socio-economic resources (low SES), compared to those from higher levels (high SES).

The overall findings were quite clear. Performance in a wide range of academic subjects and on standardized tests was significantly higher for students involved in sustained arts education. Statistical analyses of academic performance further showed that the beneficial effects increased over time. Of particular importance, low SES students also showed significant improvements if they were involved in arts education. In fact, their relative gains were as great or larger than the high SES students.

Report from "Champions of Change." The author of this review is N.M. Weinberger. The "Champions of Change" report was released in 1999 by the Arts Education Partnership and the President's Council on the Humanities.

7. Bilingual Support Program-(Goal 4 Action 8). This program is offered to provide schools with primary language instructional support to ensure EL students' progress toward redesignation. Instructional aide support is offered for the first three months of an EL student's enrollment in the District as needed. These aides provide individual student support in the core subjects.

8. Website design and software that incorporates language translation features-(Goal 7 Action 4) . This software will be used District-wide for both District and all school site activities and events. The software incorporates parent messaging in a variety of languages and is essential to keeping parents whose primary language is other than English engaged in student learning and school activities. Every school site within the District has English Learners. Therefore, the services are offered District-wide to afford all unduplicated pupils access. Research from a study, <u>Technology to Support Parental Engagement in Elementary Education: Lessons Learned</u> , revealed that technologies with readily accessible and interactive resources that are flexible can help develop parental engagement. However, simpler and less resource-hungry solutions such as the use of websites

and email can provide opportunities for quick wins.

9. Parent workshops for assisting students with schoolwork- (Goal 7 Action 3). These workshops will focus on providing resources to parents in English and Spanish that will enable them to better understand the work their students will be doing and support the students at home with that work.

10. Art teacher-(Goal 2 Action 9): The addition of a second art teacher has increased access to art instruction to grades 3-6 District-wide for economically disadvantaged and EL students whose access to art outside of school is limited. As the Newhall School District continues to support arts integration (into the core subjects) across all sites, this resource will help reinforce that work as well. The District does not identify economically disadvantaged students and, therefore, each school site will offer services to afford all unduplicated pupils access. In the resource called, Critical Evidence: How the Arts Benefits Student Achievement, the following is stated:

- Schools integrating the arts into the curriculum as part of a comprehensive education reform strategy are documenting positive changes in the school environment and improved student performance.
- The American public, by an overwhelming margin, believes the arts are vital to a well-rounded education; more than half rate the importance of arts education a "ten" on a scale of one to ten.
- Certain types of music instruction help develop the capacity for spatial temporal reasoning, which is integral to the acquisition of important mathematics skills. Spatial temporal reasoning refers to the ability to understand the relationship of ideas and objects in space and time.
- Students at risk of not successfully completing their high school educations cite their participation in the arts as reasons for staying in school. Factors related to the arts that positively affected the motivation of these students included a supportive environment that promotes constructive acceptance of criticism and one where it is safe to take risks.

11. Science Lab Technicians- (Goal 2 Action 8) The purpose of this program is to support science instruction in each school's science lab. Opportunities for science instruction, inquiry based learning and experimentation may be limited outside the classroom for students in the unduplicated pupil group due to limited language skills, lack of access to materials and assistance outside of school. This program is offered District-wide. The unduplicated pupils in the District are most likely to be the majority of pupils requiring these services. The District does not identify economically disadvantaged students and, therefore, the services are offered District-wide to afford all unduplicated pupils access. Research around the importance of science is everywhere. In a research article, Societal Issues and their Importance for Contemporary Science Education, one common theme underlying recent reports on science education is that the content of school science and its related pedagogical approaches are not aligned with the interests and needs of both society and the majority of the students. Most students do not find their science classes interesting and motivating. These claims are especially valid regarding those students who, in the future, will probably not embark on a career in science or engineering but will need science and technology personally and functionally as literate citizens. One key problem seems to be that few science programs around the world teach how science is linked to those issues that are relevant to students' life, environment, and role as a citizen. As the Newhall School District begins to embark on the implementation of the Next Generation Science Standards, Science Curriculum Specialists will be critical in supporting the classroom teachers to create engaging, meaningful, inquiry based learning experiences.

12. Community Liaison-(Goal 7 Action 2) The purpose of this program is to provide bilingual support and outreach to families whose primary language is other than English. This position will be placed at each of ten school sites to engage parents in their child's education, assist with any communication including attendance follow-up for EL families, and assist with connecting the family to community and school resources. Through the use of this support , parent engagement among the EL student groups has increased. Every school site within the District has English Learners; therefore, the services are offered District-wide to afford all unduplicated pupil families access. This service is one that parent stakeholders and school staff provide feedback on yearly and indicate that this is a critical part of parental outreach and feeling connected to the school community.

13. Additional library/media services- (Goal 6 Action 4) : The purpose of this program is to expand hours of service in each school library so that library assets (books, computers, periodicals, etc.) are available during the entire school day. Service hours will be expanded from five hours per day to six. Access to technology and resource materials may be challenging for students who may not have the support at home due to lack of parent education, lack of access to technology or language barriers. By providing this extra time we are helping to ensure equitable access to books and technology to students whose families may not be able to take them to a public library after school. This program is offered District-wide. The unduplicated pupils in the District are most likely to be the majority of pupils requiring these services. The District does not identify economically disadvantaged students and, therefore, the services are offered District-wide to afford all unduplicated pupils access.

14. Additional Assistant Principal support-(Goal 3 Action 2): The purpose of increasing the Assistant Principal support is to provide additional school resources for students who may have behavior issues or struggles due to a variety of causes. Further, the support will help students address a wide range of issues caused by economic, cultural, social and language barriers and absent and working parents. This action, while reduced remains one that is frequently commented on across all stakeholder groups as an action that should remain in place and seen as critical to student success. This support is offered District-wide based proportionally on unduplicated pupil counts. The unduplicated pupils in the District are most likely to be the majority of pupils requiring these services. The District does not identify economically disadvantaged students and, therefore, the services are offered District-wide to afford all unduplicated pupils access.

15. Assess all incoming EL kinder students-(Goal 4 Action 3): The purpose of conducting these assessments during the summer months is to maximize student learning time during the school year. Trained staff will conduct an assessment of all incoming kinder students prior to the beginning of school so that EL supports are in place as soon as school starts . Feedback from Kinder teachers remains extremely positive as to the impact of knowing a child's language level from the very first day of class. Every school site within the District has English Learners; therefore, the services

are offered District-wide to afford all unduplicated pupil families access.

16. Positive Behavior Support Program (PBIS)- (Goal 9 Action 2): The purpose of implementing a School Wide Positive Behavior Support Program at school sites it create a system wide approach to supporting and engaging students in making the right choices at school to foster a more supportive learning environment. Current suspension data based on the draft Dashboard data demonstrated a need to support socioeconomically disadvantaged students, students with disabilities, and English learners at various sites. The core elements of PBIS are integrated within organizational systems in which teams, working with administrators and behavior specialists, provide the training, policy support and organizational supports needed for (a) initial implementation, (b) active application, and (c) sustained use of the core elements (Sugai & Horner, 2010). Below are some research findings:

Horner, R., Sugai, G., Smolkowski, K., Todd, A., Nakasato, J., & Esperanza, J. (2009). A Randomized Control Trial of School-wide Positive Behavior Support in Elementary Schools. *Journal of Positive Behavior Interventions, 11*(3), 113-144.

This paper documents that typical state agents were successful in implementing SWPBS practices, and that these practices were experimentally linked to improved perception of school safety, with preliminary support that implementation was associated with improved proportion of students at 3rd grade who met the state reading standard.

Bradshaw, C. P., Mitchell, M. M., & Leaf, P. J. (2010). Examining the effects of School-Wide Positive Behavioral Interventions and Supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. *Journal of Positive Behavior Interventions, 12,* 133-148.

This randomized control trial documents experimentally that implementation of SWPBIS was related to (a) high fidelity of implementation, (b) reduction in office discipline referrals, (c) reduction in suspensions, and (c) improved fifth grade academic performance.

17. EL Lead Teacher Proposal- (Goal 4 Action 6). There is a need to build teacher capacity around English Learner policies, data and effective instructional strategies. Although there have been discussions about the hiring of an EL coach, the focus on eliminating the achievement gap requires a larger collaborative team made up of district staff, site administrators and teachers in addition to any district point person. Professional development workshops over the last year and a half have clearly demonstrated that there remains uncertainty about the most basic of EL issues at all district sites. These include but are not confined to:

- Understanding grade level EL standards
- Integrated and Designated ELD
- Understanding CELDT (and in the future ELPAC) data reports and using them for instructional purposes
- Using language objectives and the standards to plan instruction
- Grouping English Learners for instruction
- Progress monitoring of English Learners
- The process of reclassification
- Aligning GLAD strategies to the standards

In order to eliminate the gap, there is a need for school sites to have a designated teacher lead who can serve as an English Learner liaison between the sites and the district. In this role they would receive training in all areas of need, serve as a point person on campus for EL issues, provide ongoing communication at staff meetings and deliver district created mini workshops on relevant EL strategies and issues. In addition, at their monthly meetings they would collaborate with district administrators and coach on data and planning next steps on English Learner needs. In a dissertation by Karen Sumner (2011), she sited research that stated: High quality, job embedded professional development is the best way to improve teacher and student performance (Desimone, et al., 2002; Guskey, 2002; Wright, et al., 1997).

18. Partnership for Excellence with Center for Educational Leadership-(Goal 3 Action 3): Among school-related factors, school leadership is second only to teaching in its potential influence on student learning. Instructional leadership is a critical aspect of school leadership. The work of instructional leaders is to ensure that every student receives the highest quality instruction each day. Doing so requires that instructional leaders lead for the improvement of the quality of teaching and for the improvement of student learning.

Newhall School District in partnership with the Center for Educational Leadership (CEL) out of the University of Washington's Educational division is working to enhance the instructional leadership skillset of all leaders within our system using their Instructional Leadership and Teaching framework. The 4 Dimensions of Instructional Leadership framework is not the sum total of the work of instructional leaders, but rather, a description of the most salient aspects of instructional leadership.

The concepts of the framework are based on five core beliefs. They drive the work in school leadership at the Center for Educational Leadership.

1. Instructional leadership is learning-focused, learning for both students and adults, and learning which is measured by improvement in instruction and in the quality of student learning.

2. Instructional leadership must reside with a team of leaders of which the principal serves as the "leader of leaders."

3. A culture of public practice and reflective practice is essential for effective instructional leadership and the improvement of instructional practice.

4. Instructional leadership addresses the cultural, linguistic, socioeconomic and learning diversity in the school community.

5. Instructional leadership focuses upon the effective management of resources and of people — recruiting, hiring, developing, evaluating — particularly in changing environments.

As a system, our school and District leaders are engaging in cycle of inquiry work around an area of focus that each school leader has chosen to build capacity on with a District level coach. In a true learning model, the District coach serves as a thought partner and resource for the school leader to find resources that support improving practice over time. The goal of our work is increase student achievement by eliminating the achievement gaps that persist within our system. (https://www.k-12leadership.org/)

19. Social Worker- (Goal 9 Action 5): With the current emphasis on accountability in kindergarten through twelfth-grade education, greater demands have been placed on schools. In fact, many federal, state, and school officials are demanding the use of evaluative outcome research that demonstrates the potential impact of supportive services. This study examined the impact of school social work services on reducing risk factors related to truancy as well as student absenteeism among students in urban secondary schools. A total of 115 students participated in the study. Seventy-four students receiving school social work services were matched with seventy-one comparable students not receiving services. Overall, results indicate that school social work services had a statistically significant impact on reducing various risk factors related to truant behaviors among students who received the intervention. (https://www.researchgate.net/publication /234561237_The_Impact_of_School_Social_Work_Services_on_Student_Absenteeism_and_Risk_Factors_Related_to_School_Truancy)

WHY do today's schools need School Social Workers?

Children today are increasingly victims of many social forces that negatively affect their role as students. The family is in a state of change and until it becomes stabilized, in whatever form, children's unmet physical and emotional needs will continue to interfere with their ability to learn and adjust in school.

WHO are School Social Workers?

School Social Workers are trained mental health professionals with a degree in social work who provide services related to a person's social, emotional and life adjustment to school and/or society. School Social Workers are the link between the home, school and community in providing direct as well as indirect services to students, families and school personnel to promote and support students' academic and social success. (https://www.sswaa.org/school-social-work?page=721)

20. Students with disabilities much lower performance levels than other students in the Newhall School District. As a result, based upon stakeholder feedback, and successful past practice, the hiring of a Teacher on Special Assignment (TOSA) was included in the LCAP (Goal 2 Action 15). The district has had high level of success in working with teachers and site leaders as leads through the use of the EL Collaborative so for the 2019-20 school year this will be replicated though the formation of the Inclusive Collaborative (Goal 2 Action 17) Empowering leadership to enhance their collective efficacy has worked well in the district as we focus on eliminating achievement gaps. Ensuring that SWD have access to the core and state standards may require differentiation. Providing a supplementary, yet aligned to our core curriculum (Goal 2 Action 16) was recommended and is supported based on our past practice of using intervention/supplementary materials from our core curriculums. We did this previously with math and will now continue with ELA. The gap between general education students and students with disabilities often begins early. Targeted focused early interventions are critical .Goal 9 Action 18 will assist us in providing those early interventions.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds:	Percentage to Increase or Improve Services:
$4,452,125	8.87%

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).

The amount of supplemental funds estimated for 2018-19 is $4,452,125. This amount will be expended for the following:
1. Counseling program-$487,786: The purpose of this program is to reach at-risk students and provide assistance to overcome behavioral and emotional obstacles to learning. It will provide additional support to students with a wide range of issues caused by socio-cultural barriers, poverty and absent and working parents. Counseling is offered District-wide with services offered 2 days per week per school site and additional services at school sites with greater unduplicated pupil counts. The unduplicated pupils in the District are most likely to be the majority of pupils

requiring these services. The District does not identify economically disadvantaged students and, therefore, the services are offered District-wide to afford all unduplicated pupils access. Additionally, a report from the Center for School Counseling Outcome Research in May 2005, concluded that in an exceptionally well-done comprehensive study, Brigman and Campbell (2003) used a quasi-experimental, pre-post test design to evaluate the impact of a school-counselor-led intervention on student academic achievement and school success behaviors. The Math and Reading scores from the Florida Comprehensive Assessment Test (FCAT) were used to assess academic improvement. The researchers randomly selected 185 experimental (treatment) group students and 185 comparison group students in grades 5, 6, 8, and 9, all of whom had initially scored between the 25th and 50th percentile on the FCAT. Students were selected from three elementary schools, one middle school, and two high schools. Treatment group students participated in the Student Success Skills curriculum, Center School Counseling Research Monographs Page 13 which focuses on cognitive, social, and self-management skills. Comparison group students were not exposed to the curriculum. The results of this study indicated a significant difference between treatment and comparison groups on reading and math scores. These results provide very strong support for the conclusion that school counseling interventions that focus on the development of cognitive, social, and self-management skills can result in sizable gains in student academic achievement. https://www.schoolcounselor.org/asca/media/asca/Careers-Roles/Effectiveness.pdf

In another report by the American School Counselor Association, Lapan, R. T., Gysbers, N. C., Bragg, S., & Pierce, M. E. (2012) drew the following conclusion, students who have greater access to school counselors and comprehensive school counseling programs are more likely to succeed academically and behaviorally in school; this is particular true for high poverty students. Lastly, Leon, A., Villares, E., Brigman, G., Webb, L, & Peluso, P. (2011) stated that a school counseling intervention designed to be culturally- and language-appropriate can make a significant difference in reducing the achievement gap with Latina/Latino students with limited English proficiency. https://www.schoolcounselor.org/asca/media/asca/Careers-Roles/Effectiveness.pdf

2. Classroom technology support-$467,620: The purpose of this program is to maximize student access to instructional technology as well as provide support for students who may struggle with use of technology due to limited language skills or lack of access to technology at home.   This program is offered District-wide. The unduplicated pupils in the District are most likely to be the majority of pupils requiring these services. The District does not identify economically disadvantaged students and, therefore, the services are offered District-wide to afford all unduplicated pupils access. Research supporting this expenditure includes the following:

- Effective technology integration is achieved when its use supports curricular goals. It must support four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. Edutopia
- Research has proved that technology integration empowers students to master grade level content. It increases student motivation and engagement providing opportunities for students to explore and use technology tools within instructional lessons, which allows them to fully participate in technology rich experiences that make students actively involved in their learning. Students thrive on dynamic learning experiences that are collaborative, relevant, and engaging. The Newhall School District is dedicated to finding innovative ways of integrating technology into teaching, learning, and assessment. These strategies will allow for greater autonomy, engagement, individualization, and differentiation, while giving students more active, responsible roles in their own learning.
- Being literate in the 21st century goes beyond the ability to read text. Learners must be able to synthesize and utilize a wide variety of media—such as video, audio, and still images—to express themselves and compete in a global, collaborative environmenEducation Week

3. Intervention and enrichment programs (RTI)-$1,551,047: The purpose of the intervention and enrichment programs is to provide additional instructional support staff, resources, and training of staff for unduplicated pupils who may not have the support at home due to poverty, language barriers, parent education or limited or no enrichment opportunities. These programs are offered at the school site level with amounts allocated to each site based on unduplicated pupil counts. The unduplicated pupils at each school are most likely to be the majority of pupils requiring these instructional support services. The District does not identify economically disadvantaged students and, therefore, each school site will offer services to afford all unduplicated pupils access.

4. Professional development-$477,098. This program is offered District-wide. Its purpose is to provide all teachers long-term, sustainable support in implementing the Common Core State Standards in ELA and math, the upcoming Next Generation Science Standards (NGSS), and technology integration. The District will hire one Teacher on Special Assignment (TOSAs) for math and two TOSAs for science. The math TOSA will be responsible for enhancing current instructional units, helping teachers "unpack" standards; modeling lessons, developing on-line assessments, coaching teachers, technology integration as an instructional tool, and creating protocols for analyzing assessment. These skills are essential for teachers to close the achievement gap for those students (economically disadvantaged, English learners) most impacted by lack of background knowledge. The science TOSAs will be responsible for developing a District-wide course of study aligned to the Next Generation Science Standards, creating a vision for inquiry-based science and results, creating a roll-out plan for implementing the course of study, including a plan for professional development and materials purchase. The District does not identify economically disadvantaged students and, therefore, each school site will offer services to afford all unduplicated pupils access. Additionally, since teachers may serve students at any site due to transfers and reassignments, the services are offered District-wide.   Related research on Teacher Efficacy and the Effects of Coaching on Student Achievement by John A. Ross found that student achievement was higher in the classrooms of teachers who interacted more extensively with their coaches. Additionally in a dissertation by Karen Sumner (2011), she sited research that stated: High quality, job embedded professional development is the best way to improve teacher and student performance (Desimone, et al., 2002; Guskey, 2002; Wright, et al., 1997). Instructional coaching provides a non-evaluative means to support teachers through such activities as modeling, data analysis training, and observation and discussion (Black, 2007; Knight, 2009; Taylor, 2008). Lastly, in the article Good Teaching Matters: How Well-Qualified Teachers Can Close the Gap by Kati Haycock, she concluded that the most significant factor that impacts student achievement is the teacher.

5. ELA/ELD Teacher on Special Assignment-$114,588. The District will hire two Teachers on Special Assignment to specifically support the implementation of the new ELA/ELD program, Benchmark Advance. The TOSAs will primarily support our Title I schools who have the highest number of EL students in the District. The intent is to support the implementation of integrated and designated ELD supports within the classroom using the Benchmark Advance resources. Related research on Teacher Efficacy and the Effects of Coaching on Student Achievement by John A. Ross found that student achievement was higher in the classrooms of teachers who interacted more extensively with their coaches. Additionally in a

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6. Hip Hop and Theatre Artist Residencies- $48,405. "Involvement in the Arts and Human Development" The first report is that of James S. Catterall, Richard Chaplue and John Iwanaga of the UCLA Graduate School of Education and Information Studies. They analyzed the extensive database from the National Educational Longitudinal Survey [NELS.88]. This survey obtained information on more than 25,000 school students over a period of 10 years. The very large sample size is noteworthy because it avoids problems encountered with small populations, such as a few classes in a limited number of school settings. The authors studied both the arts in general andthen focused on music and theater arts. They were particularly interested in how arts education impacted students from families oflower socio-economic resources (low SES), compared to those from higher levels (high SES).

The overall findings were quite clear. Performance in a wide range of academic subjects and on standardized tests was significantlyhigher for students involved in sustained arts education. Statistical analyses of academic performance further showed that the beneficial effects increased over time. Of particular importance, low SES students also showed significant improvements if they were involved in arts education. In fact, their relative gains were as great or larger than the high SES students.

Report from "Champions of Change." The author of this review is N.M. Weinberger. The "Champions of Change" report was released in 1999 by the Arts Education Partnership and the President's Council on the Humanities.

7. Bilingual Support Program-$156,905. This program is offered to provide schools with primary language instructional support to ensure EL students' progress toward redesignation. Instructional aide support is offered for the first three months of an EL student's enrollment in the District as needed. These aides provide individual student support in the core subjects.

8. Website design and software that incorporates language translation features-$25,000. This software will be used District-wide for both District and all school site activities and events. The software incorporates parent messaging in a variety of languages and is essential to keeping parents whose primary language is other than English engaged in student learning and school activities. Every school site within the District has English Learners. Therefore, the services are offered District-wide to afford all unduplicated pupils access. Research from a study, Technology to Support Parental Engagement in Elementary Education: Lessons Learned , revealed that technologies with readily accessible and interactive resources that are flexible can help develop parental engagement. However, simpler and less resource-hungry solutions such as the use of websites and email can provide opportunities for quick wins.

9.Parent workshops for assisting students with schoolwork-$1,477. These workshops will focus on providing resources to parents in English and Spanish that will enable them to better understand the work their students will be doing and support the students at home with that work.

10. Art teacher-$114,588: Currently the District has one art teacher who primarily serves students in grades 4 and 5. The addition of a second art teacher will increase access to art instruction to grades 3-6 District-wide for economically disadvantaged and EL students whose access to art outside of school is limited. As the Newhall School District continues to support arts integration (into the core subjects) across all sites, this resource will help reinforce that work as well. The District does not identify economically disadvantaged students and, therefore, each school site will offer services to afford all unduplicated pupils access. In the resource called, Critical Evidence: How the Arts Benefits Student Achievement, the following is stated:

- Schools integrating the arts into the curriculum as part of a comprehensive education reform strategy are documenting positive changes in the school environment and improved student performance.
- The American public, by an overwhelming margin, believes the arts are vital to a well-rounded education; more than half rate the importance of arts education a "ten" on a scale of one to ten.
- Certain types of music instruction help develop the capacity for spatial temporal reasoning, which is integral to the acquisition of important mathematics skills. Spatial temporal reasoning refers to the ability to understand the relationship of ideas and objects in space and time.
- Students at risk of not successfully completing their high school educations cite their participation in the arts as reasons for staying in school. Factors related to the arts that positively affected the motivation of these students included a supportive environment that promotes constructive acceptance of criticism and one where it is safe to take risks.

11.Science Lab Technicians-$304,515: The purpose of this program is to support science instruction in each school's science lab. Opportunities for science instruction, inquiry based learning and experimentation may be limited outside the classroom for students in the unduplicated pupil group due to limited language skills, lack of access to materials and assistance outside of school. This program is offered District-wide. The unduplicated pupils in the District are most likely to be the majority of pupils requiring these services. The District does not identify economically disadvantaged students and, therefore, the services are offered District-wide to afford all unduplicated pupils access. Research around the importance of science is everywhere. In a research article, Societal Issues and their Importance for Contemporary Science Education, one common theme underlying recent reports on science education is that the content of school science and its related pedagogical approaches are not aligned with the interests and needs of both society and the majority of the students. Most students do not find their science classes interesting and motivating. These claims are especially valid regarding those students who, in the future, will probably not embark on a career in science or engineering but will need science and technology personally and functionally as literate citizens. One key problem seems to be that few science programs around the world teach how science is linked to those issues that are relevant to students' life, environment, and role as a citizen. As the Newhall School District begins to embark on the implementation of the Next Generation Science Standards, Science Curriculum Specialists will be critical in supporting the classroom teachers to create engaging, meaningful, inquiry based learning experiences.

12.Community Liaison-$297,785 The purpose of this program is to provide bilingual support and outreach to families whose primary language is other than English. This position will be placed at each of ten school sites to engage parents in their child's education, assist with any communication including attendance follow-up for EL families, and assist with connecting the family to community and school resources. Every school site within

the District has English Learners; therefore, the services are offered District-wide to afford all unduplicated pupil families access.

13. Additional library/media services-$99,728: The purpose of this program is to expand hours of service in each school library so that library assets (books, computers, periodicals, etc.) are available during the entire school day. Service hours will be expanded from five hours per day to six. Access to technology and resource materials may be challenging for students who may not have the support at home due to lack of parent education, lack of access to technology or language barriers. This program is offered District-wide. The unduplicated pupils in the District are most likely to be the majority of pupils requiring these services. The District does not identify economically disadvantaged students and, therefore, the services are offered District-wide to afford all unduplicated pupils access.

14. Additional Assistant Principal support-$180,385: The purpose of increasing the Assistant Principal support is to provide additional school resources for students who may have behavior issues or struggles due to a variety of causes. Further, the support will help students address a wide range of issues caused by economic, cultural, social and language barriers and absent and working parents. This support is offered District-wide based proportionally on unduplicated pupil counts. The unduplicated pupils in the District are most likely to be the majority of pupils requiring these services. The District does not identify economically disadvantaged students and, therefore, the services are offered District-wide to afford all unduplicated pupils access.

15. Assess all incoming EL kinder students-$15,000: The purpose of conducting these assessments during the summer months is to maximize student learning time during the school year. Trained staff will conduct an assessment of all incoming kinder students prior to the beginning of school so that EL supports are in place as soon as school starts .Every school site within the District has English Learners; therefore, the services are offered District-wide to afford all unduplicated pupil families access.

16. Positive Behavior Support Program (PBIS)- $ 40,000: The purpose of implementing a School Wide Positive Behavior Support Program at school sites it create a system wide approach to supporting and engaging students in making the right choices at school to foster a more supportive learning environment. Current suspension data based on the draft Dashboard data demonstrated a need to support socioeconomically disadvantaged students, students with disabilities, and English learners at various sites. The core elements of PBIS are integrated within organizational systems in which teams, working with administrators and behavior specialists, provide the training, policy support and organizational supports needed for (a) initial implementation, (b) active application, and (c) sustained use of the core elements (Sugai & Horner, 2010). Below are some research findings:

Horner, R., Sugai, G., Smolkowski, K., Todd, A., Nakasato, J., & Esperanza, J. (2009). A Randomized Control Trial of School-wide Positive Behavior Support in Elementary Schools. *Journal of Positive Behavior Interventions, 11*(3), 113-144.

This paper documents that typical state agents were successful in implementing SWPBS practices, and that these practices were experimentally linked to improved perception of school safety, with preliminary support that implementation was associated with improved proportion of students at 3rd grade who met the state reading standard.

Bradshaw, C. P., Mitchell, M. M., & Leaf, P. J. (2010). Examining the effects of School-Wide Positive Behavioral Interventions and Supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. *Journal of Positive Behavior Interventions, 12,* 133-148.

This randomized control trial documents experimentally that implementation of SWPBIS was related to (a) high fidelity of implementation, (b) reduction in office discipline referrals, (c) reduction in suspensions, and (c) improved fifth grade academic performance.

17. EL Lead Teacher Proposal- $13,401. There is a need to build teacher capacity around English Learner policies, data and effective instructional strategies. Although there have been discussions about the hiring of an EL coach, the focus on eliminating the achievement gap requires a larger collaborative team made up of district staff, site administrators and teachers in addition to any district point person. Professional development workshops over the last year and a half have clearly demonstrated that there remains uncertainty about the most basic of EL issues at all district sites. These include but are not confined to:

- Understanding grade level EL standards
- Integrated and Designated ELD
- Understanding CELDT (and in the future ELPAC) data reports and using them for instructional purposes
- Using language objectives and the standards to plan instruction
- Grouping English Learners for instruction
- Progress monitoring of English Learners
- The process of reclassification
- Aligning GLAD strategies to the standards

In order to eliminate the gap, there is a need for school sites to have a designated teacher lead who can serve as an English Learner liaison between the sites and the district. In this role they would receive training in all areas of need, serve as a point person on campus for EL issues, provide ongoing communication at staff meetings and deliver district created mini workshops on relevant EL strategies and issues. In addition, at their monthly meetings they would collaborate with district administrators and coach on data and planning next steps on English Learner needs. In a dissertation by Karen Sumner (2011), she sited research that stated: High quality, job embedded professional development is the best way to improve teacher and student performance (Desimone, et al., 2002; Guskey, 2002; Wright, et al., 1997).

18. Partnership for Excellence with Center for Educational Leadership-$13,440: Among school-related factors, school leadership is second only to teaching in its potential influence on student learning. Instructional leadership is a critical aspect of school leadership. The work of instructional leaders is to ensure that every student receives the highest quality instruction each day. Doing so requires that instructional leaders lead for the improvement of the quality of teaching and for the improvement of student learning.

Newhall School District in partnership with the Center for Educational Leadership (CEL) out of the University of Washington's Educational division is working to enhance the instructional leadership skillset of all leaders within our system using their Instructional Leadership and Teaching framework. The 4 Dimensions of Instructional Leadership framework is not the sum total of the work of instructional leaders, but rather, a description of the most salient aspects of instructional leadership.

The concepts of the framework are based on five core beliefs. They drive the work in school leadership at the Center for Educational Leadership.

1. Instructional leadership is learning-focused, learning for both students and adults, and learning which is measured by improvement in instruction and in the quality of student learning.

2. Instructional leadership must reside with a team of leaders of which the principal serves as the "leader of leaders."

3. A culture of public practice and reflective practice is essential for effective instructional leadership and the improvement of instructional practice.

4. Instructional leadership addresses the cultural, linguistic, socioeconomic and learning diversity in the school community.

5. Instructional leadership focuses upon the effective management of resources and of people — recruiting, hiring, developing, evaluating — particularly in changing environments.

As a system, our school and District leaders are engaging in cycle of inquiry work around an area of focus that each school leader has chosen to build capacity on with a District level coach. In a true learning model, the District coach serves as a thought partner and resource for the school leader to find resources that support improving practice over time. The goal of our work is increase student achievement by eliminating the achievement gaps that persist within our system. (https://www.k-12leadership.org/)

19. Social Worker- $56,797: With the current emphasis on accountability in kindergarten through twelfth-grade education, greater demands have been placed on schools. In fact, many federal, state, and school officials are demanding the use of evaluative outcome research that demonstrates the potential impact of supportive services. This study examined the impact of school social work services on reducing risk factors related to truancy as well as student absenteeism among students in urban secondary schools. A total of 115 students participated in the study. Seventy-four students receiving school social work services were matched with seventy-one comparable students not receiving services. Overall, results indicate that school social work services had a statistically significant impact on reducing various risk factors related to truant behaviors among students who received the intervention. (https://www.researchgate.net/publication/234561237_The_Impact_of_School_Social_Work_Services_on_Student_Absenteeism_and_Risk_Factors_Related_to_School_Truancy)

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LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds:	Percentage to Increase or Improve Services:
$4,295,282	8.51%

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).

The amount of supplemental funds estimated for 2017-18 is $4,121,542. This amount will be expended for the following:

1. Counseling program-$445,352: The purpose of this program is to reach at-risk students and provide assistance to overcome behavioral and emotional obstacles to learning. It will provide additional support to students with a wide range of issues caused by socio-cultural barriers, poverty and absent and working parents. Counseling is offered District-wide with services offered 2 days per week per school site and additional services at school sites with greater unduplicated pupil counts. The unduplicated pupils in the District are most likely to be the majority of pupils requiring these services. The District does not identify economically disadvantaged students and, therefore, the services are offered District-wide to afford all unduplicated pupils access. Additionally, a report from the Center for School Counseling Outcome Research in May 2005, concluded that in an exceptionally well-done comprehensive study, Brigman and Campbell (2003) used a quasi-experimental, pre-post test design to evaluate the

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The overall findings were quite clear. Performance in a wide range of academic subjects and on standardized tests was significantlyhigher for students involved in sustained arts education. Statistical analyses of academic performance further showed that the beneficial effects increased over time. Of particular importance, low SES students also showed significant improvements if they were involved in arts education. In fact, their relative gains were as great or larger than the high SES students.

Report from "Champions of Change." The author of this review is N.M. Weinberger. The "Champions of Change" report was released in 1999 by the Arts Education Partnership and the President's Council on the Humanities.

7. Bilingual Support Program-$178,226. This program is offered to provide schools with primary language instructional support to ensure EL students' progress toward redesignation. Instructional aide support is offered for the first three months of an EL student's enrollment in the District as needed. These aides provide individual student support in the core subjects.

8. Website design and software that incorporates language translation features-$27,253. This software will be used District-wide for both District and all school site activities and events. The software incorporates parent messaging in a variety of languages and is essential to keeping parents whose primary language is other than English engaged in student learning and school activities. Every school site within the District has English Learners. Therefore, the services are offered District-wide to afford all unduplicated pupils access. Research from a study, Technology to Support Parental Engagement in Elementary Education: Lessons Learned , revealed that technologies with readily accessible and interactive resources that are flexible can help develop parental engagement. However, simpler and less resource-hungry solutions such as the use of websites and email can provide opportunities for quick wins.

9.Parent workshops for assisting students with schoolwork-$9,000. These workshops will focus on providing resources to parents in English and Spanish that will enable them to better understand the work their students will be doing and support the students at home with that work.

10. Art teacher-$75,547: Currently the District has one art teacher who primarily serves students in grades 4 and 5. The addition of a second art teacher will increase access to art instruction to grades 3-6 District-wide for economically disadvantaged and EL students whose access to art outside of school is limited. As the Newhall School District continues to support arts integration (into the core subjects) across all sites, this resource will help reinforce that work as well. The District does not identify economically disadvantaged students and, therefore, each school site will offer services to afford all unduplicated pupils access. In the resource called, Critical Evidence: How the Arts Benefits Student Achievement, the following is stated:

- In the federal No Child Left Behind Act, also known as NCLB, the arts share equal billing with reading, math, science, and other disciplines as "core academic subjects," which can contribute to improved student learning outcomes.
- Schools integrating the arts into the curriculum as part of a comprehensive education reform strategy are documenting positive changes in the school environment and improved student performance.
- The American public, by an overwhelming margin, believes the arts are vital to a well-rounded education; more than half rate the importance of arts education a "ten" on a scale of one to ten.
- Certain types of music instruction help develop the capacity for spatial temporal reasoning, which is integral to the acquisition of important mathematics skills. Spatial temporal reasoning refers to the ability to understand the relationship of ideas and objects in space and time.
- Students at risk of not successfully completing their high school educations cite their participation in the arts as reasons for staying in school. Factors related to the arts that positively affected the motivation of these students included a supportive environment that promotes constructive acceptance of criticism and one where it is safe to take risks.

11.Science Curriculum Specialists-$321,566: The purpose of this program is to support science instruction in each school's science lab. Opportunities for science instruction, inquiry based learning and experimentation may be limited outside the classroom for students in the unduplicated pupil group due to limited language skills, lack of access to materials and assistance outside of school. This program is offered District-wide. The unduplicated pupils in the District are most likely to be the majority of pupils requiring these services. The District does not identify economically disadvantaged students and, therefore, the services are offered District-wide to afford all unduplicated pupils access. Research around the importance of science is everywhere. In a research article, Societal Issues and their Importance for Contemporary Science Education, one common theme underlying recent reports on science education is that the content of school science and its related pedagogical approaches are not aligned with the interests and needs of both society and the majority of the students. Most students do not find their science classes interesting and motivating. These claims are especially valid regarding those students who, in the future, will probably not embark on a career in science or engineering but will need science and technology personally and functionally as literate citizens. One key problem seems to be that few science programs around the world teach how science is linked to those issues that are relevant to students' life, environment, and role as a citizen. As the Newhall School District

begins to embark on the implementation of the Next Generation Science Standards, Science Curriculum Specialists will be critical in supporting the classroom teachers to create engaging, meaningful, inquiry based learning experiences.

12.Community Liaison-$242,977 The purpose of this program is to provide bilingual support and outreach to families whose primary language is other than English. This position will be placed at each of ten school sites to engage parents in their child's education, assist with any communication including attendance follow-up for EL families, and assist with connecting the family to community and school resources. Every school site within the District has English Learners; therefore, the services are offered District-wide to afford all unduplicated pupil families access.

13. Additional library/media services-$89,086: The purpose of this program is to expand hours of service in each school library so that library assets (books, computers, periodicals, etc.) are available during the entire school day. Service hours will be expanded from five hours per day to six. Access to technology and resource materials may be challenging for students who may not have the support at home due to lack of parent education, lack of access to technology or language barriers. This program is offered District-wide. The unduplicated pupils in the District are most likely to be the majority of pupils requiring these services. The District does not identify economically disadvantaged students and, therefore, the services are offered District-wide to afford all unduplicated pupils access.

14. Additional Assistant Principal support-$183,004: The purpose of increasing the Assistant Principal support is to provide additional school resources for students who may have behavior issues or struggles due to a variety of causes. Further, the support will help students address a wide range of issues caused by economic, cultural, social and language barriers and absent and working parents. This support is offered District-wide based proportionally on unduplicated pupil counts. The unduplicated pupils in the District are most likely to be the majority of pupils requiring these services. The District does not identify economically disadvantaged students and, therefore, the services are offered District-wide to afford all unduplicated pupils access.

15. Assess all incoming EL kinder students-$11,360: The purpose of conducting these assessments during the summer months is to maximize student learning time during the school year. Trained staff will conduct an assessment of all incoming kinder students prior to the beginning of school so that EL supports are in place as soon as school starts .Every school site within the District has English Learners; therefore, the services are offered District-wide to afford all unduplicated pupil families access.

16. Positive Behavior Support Program (PBIS)- $ 31,200   : The purpose of implementing a School Wide Positive Behavior Support Program at school sites it create a system wide approach to supporting and engaging students in making the right choices at school to foster a more supportive learning environment. Current suspension data based on the draft Dashboard data demonstrated a need to support socioeconomically disadvantaged students, students with disabilities, and English learners at various sites. The core elements of PBIS are integrated within organizational systems in which teams, working with administrators and behavior specialists, provide the training, policy support and organizational supports needed for (a) initial implementation, (b) active application, and (c) sustained use of the core elements (Sugai & Horner, 2010). Below are some research findings:

Horner, R., Sugai, G., Smolkowski, K., Todd, A., Nakasato, J., & Esperanza, J. (2009). A Randomized Control Trial of School-wide Positive Behavior Support in Elementary Schools. *Journal of Positive Behavior Interventions, 11*(3), 113-144.

This paper documents that typical state agents were successful in implementing SWPBS practices, and that these practices were experimentally linked to improved perception of school safety, with preliminary support that implementation was associated with improved proportion of students at 3rd grade who met the state reading standard.

Bradshaw, C. P., Mitchell, M. M., & Leaf, P. J. (2010). Examining the effects of School-Wide Positive Behavioral Interventions and Supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. *Journal of Positive Behavior Interventions, 12,* 133-148.

This randomized control trial documents experimentally that implementation of SWPBIS was related to (a) high fidelity of implementation, (b) reduction in office discipline referrals, (c) reduction in suspensions, and (c) improved fifth grade academic performance.

17. Providing students with PE instruction $5,005: The purpose of implementing and expanding to a District-wide physical education program is to ensure that all students engage in at least 200 minutes of structured PE time every ten days of instruction. Some basic facts from the U.S. Department of Health and Human Services include:

- Only one in three children are physically active every day.
- Children now spend more than seven and a half hours a day in front of a screen (e.g., TV, videogames, computer)
- 28.0% of Americans, or 80.2 million people, aged six and older are physically inactive
- Nearly 45% of children living in poverty are overweight or obese compared with 22% of children living in households with incomes four times the poverty level.

Additional information can be found at https://www.hhs.gov/fitness/resource-center/facts-and-statistics/

Expenditure Summary

Expenditures by Budget Category

Budget Category	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2017	2018	2019
All Budget Categories	$42,395,189	$46,441,606	$42,818,211	$42,372,216	$46,563,111
1000-1999 Certificated Salaries	24,139,207	27,568,866	25,419,834	24,120,007	26,550,398
2000-2999 Classified Salaries	7,669,903	7,834,806	7,058,314	7,669,903	8,392,583
3000-3999 Employee Benefits	9,659,598	10,373,146	9,173,847	9,655,825	10,164,820
4000-4999 Books and Supplies	379,350	400,249	352,788	379,350	632,672
5000-5999 Services and Other Operating Expenses	347,131	248,762	313,428	347,131	622,638
6000-6999 Capital Outlay	200,000	15,777	500,000	200,000	200,000

Expenditures by Funding Source

Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2017	2018	2019
All Funding Sources	$42,395,189	$46,441,606	$42,818,211	$42,372,216	$46,563,111
Teacher Effectiveness	0	0	77,017	0	0
Federal Revenues - Title I	172,547	61,956	0	172,547	28,750
Federal Revenues - Title II	102,415	54,197	25,349	79,442	140,448
Federal Revenues - Title III	0	0	16,404	0	0
Other State Revenues	491,640	372,817	412,670	491,640	753,769
Other Local Revenues	200,000	15,777	500,000	200,000	200,000
LCFF Base/Not Contributing to Increased or Improved Services	36,976,462	41,585,328	37,491,489	36,976,462	40,851,770
LCFF S & C/Contributing to Increased or Improved Services	4,452,125	4,351,531	4,295,282	4,452,125	4,588,374

Expenditures by Budget Category and Funding Source

Budget Category	Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2017	2018	2019
All Budget Categories	All Funding Sources	$42,395,189	$46,441,606	$42,818,211	$42,372,216	$46,563,111
1000-1999 Certificated Salaries	Teacher Effectiveness	0	0	14,615	0	0
1000-1999 Certificated Salaries	Federal Revenues - Title I	42,420	27,114	0	42,420	0

1000-1999 Certificated Salaries	Federal Revenues - Title II	65,938	28,733	21,510	46,738	55,400
1000-1999 Certificated Salaries	Federal Revenues - Title III	0	0	13,920	0	0
1000-1999 Certificated Salaries	Other State Revenues	204,982	98,913	165,940	204,982	288,650
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	21,854,576	25,469,949	23,397,721	21,854,576	24,341,204
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	1,971,291	1,944,157	1,806,128	1,971,291	1,865,144
2000-2999 Classified Salaries	Other State Revenues	0	426	0	0	0
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	6,438,512	6,612,080	5,801,480	6,438,512	7,250,004
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	1,231,391	1,222,300	1,256,834	1,231,391	1,142,579
3000-3999 Employee Benefits	Teacher Effectiveness	0	0	2,608	0	0
3000-3999 Employee Benefits	Federal Revenues - Title I	14,377	10,002	0	14,377	0
3000-3999 Employee Benefits	Federal Revenues - Title II	12,957	5,646	3,839	9,184	11,123
3000-3999 Employee Benefits	Federal Revenues - Title III	0	0	2,484	0	0
3000-3999 Employee Benefits	Other State Revenues	40,278	12,951	29,613	40,278	65,779
3000-3999 Employee Benefits	LCFF Base/Not Contributing to Increased or Improved Services	8,682,094	9,502,011	8,291,008	8,682,094	9,259,274
3000-3999 Employee Benefits	LCFF S & C/Contributing to Increased or Improved Services	909,892	842,536	844,295	909,892	828,644
4000-4999 Books and Supplies	Teacher Effectiveness	0	0	1,194	0	0
4000-4999 Books and Supplies	Federal Revenues - Title I	28,750	0	0	28,750	0
4000-4999 Books and Supplies	Federal Revenues - Title II	0	14,213	0	0	5,000
4000-4999 Books and Supplies	Other State Revenues	193,755	205,820	171,990	193,755	335,090
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	0	0	1,280	0	0
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	156,845	180,216	178,324	156,845	292,582
5000-5999 Services and Other Operating Expenses	Teacher Effectiveness	0	0	58,600	0	0

5000-5999 Services and Other Operating Expenses	Federal Revenues - Title I	87,000	24,840	0	87,000	28,750
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title II	23,520	5,605	0	23,520	68,925
5000-5999 Services and Other Operating Expenses	Other State Revenues	52,625	54,707	45,127	52,625	64,250
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	1,280	1,288	0	1,280	1,288
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	182,706	162,322	209,701	182,706	459,425
6000-6999 Capital Outlay	Other Local Revenues	200,000	15,777	500,000	200,000	200,000

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Expenditures by Goal and Funding Source			
Funding Source	2017	2018	2019

All Newhall School District students will be taught by a properly credentialed teacher, have access to standards-aligned instructional materials, and attend class in school facilities that are kept in good repair during the 2019-20 school year.

All Funding Sources	$190,628	$163,313	$155,255
Other State Revenues	190,628	163,313	155,255
LCFF Base/Not Contributing to Increased or Improved Services	0	0	0

Instruct and assess students in grades TK-6 based on all California State Academic Standards and English Language Development standards during the 2019-20 school year.

All Funding Sources	$38,612,973	$38,203,354	$42,067,089
Teacher Effectiveness	25,417	0	0
Other State Revenues	147,189	190,013	435,378
LCFF Base/Not Contributing to Increased or Improved Services	37,448,432	36,916,649	40,747,366
LCFF S & C/Contributing to Increased or Improved Services	991,935	1,096,692	884,345

On the 2018-19 California Assessment of Student Performance and Progress (CAASPP), the percentage of students who meet/exceed standards will increase by 3 percentage points at grades 3 and 6 in ELA and 5 percentage points in math. In Grade 1, the percentage of students who attain proficiency on the District reading and math fluency assessment will increase by at least 3 percentage points.

All Funding Sources	$279,731	$262,452	$298,302
Teacher Effectiveness	51,600	0	0
Federal Revenues - Title II	0	36,442	79,005
Other State Revenues	45,127	45,625	53,750
LCFF S & C/Contributing to Increased or Improved Services	183,004	180,385	165,547

The Newhall School District will:

- accelerate English Learners' progress toward proficiency by meeting District reclassification criteria no later than 6th grade
- establish proficiency levels for English Learners as measured by the English Language Proficiency Assessments for California (ELPAC)
- reduce the percentage of long-term English Learners by 5 percentage points
- increase District-wide reclassification rate by 5 percentage points
- eliminate the achievement gap on District assessments

All Funding Sources	$231,339	$249,765	$257,902
Federal Revenues - Title II	25,349	30,000	48,443
Federal Revenues - Title III	16,404	0	0
Other State Revenues	0	17,947	18,010
LCFF S & C/Contributing to Increased or Improved Services	189,586	201,818	191,449

Increase proficiency on District benchmark assessments in ELA and math (by 5 percentage points) through targeted support within the District's Response to Intervention (RTI) system.

All Funding Sources	$1,668,116	$1,651,047	$1,843,594
Federal Revenues - Title I	0	87,000	0
Federal Revenues - Title II	0	13,000	13,000
Other State Revenues	0	0	57,330
LCFF S & C/Contributing to Increased or Improved Services	1,668,116	1,551,047	1,773,264

Increase the percentage of students attaining proficiency on District technology standards by 5 percentage points in the 2019-20 school year.

All Funding Sources	$562,099	$631,240	$578,227
Federal Revenues - Title I	0	28,750	28,750
Other State Revenues	13,463	35,142	34,046
LCFF Base/Not Contributing to Increased or Improved Services	41,777	58,533	33,730
LCFF S & C/Contributing to Increased or Improved Services	506,859	508,815	481,701

Increase parent engagement and participation in school programs/activities by at least 3 percentage points as measured by participation in:

- Site/District LCAP meetings
- School site council meetings
- Site/District English Learner Advisory Council meetings
- PTA/PTO meetings
- District stakeholder meetings
- District surveys
- Gifted District Advisory Council meetings
- Parent conferences

All Funding Sources	$279,230	$328,785	$323,942
LCFF S & C/Contributing to Increased or Improved Services	279,230	328,785	323,942

Increase the average daily attendance rate for all students to at least 97.5% during the 2018-19 school year.

All Funding Sources	$0	$0	$0

The suspension rate of students who need assistance to overcome behavioral and emotional obstacles to learning will be no more than .5% following implementation of a comprehensive District-wide counseling program and through implementing Positive Behavior Interventions and Supports.

All Funding Sources	$492,815	$680,980	$837,512
Federal Revenues - Title I	0	56,797	0
Other State Revenues	16,263	39,600	0
LCFF Base/Not Contributing to Increased or Improved Services	0	0	69,386
LCFF S & C/Contributing to Increased or Improved Services	476,552	584,583	768,126

The Newhall School District will positively increase parent and student perception of school safety by at least 1 percentage point as measured by the revised School Effective survey and at least 2 percentage points on the California Healthy Kids survey administered to 5th grade students.

All Funding Sources	$501,280	$201,280	$201,288
Other Local Revenues	500,000	200,000	200,000
LCFF Base/Not Contributing to Increased or Improved Services	1,280	1,280	1,288

Annual Update Expenditures by Goal and Funding Source		
Funding Source	**2018 Annual Update Budgeted**	**2018 Annual Update Estimated Actual**

All Newhall School District students will be taught by a properly credentialed teacher, have access to standards-aligned instructional materials, and attend class in school facilities that are kept in good repair during the 2018-19 school year.

All Funding Sources	$163,313	$58,979
Other State Revenues	163,313	58,979
LCFF Base/Not Contributing to Increased or Improved Services	0	0

Instruct and assess students in grades TK-6 based on all California State Academic Standards and English Language Development standards during the 2018-19 school year.

All Funding Sources	$38,203,354	$42,693,622
Other State Revenues	190,013	199,640
LCFF Base/Not Contributing to Increased or Improved Services	36,916,649	41,539,083
LCFF S & C/Contributing to Increased or Improved Services	1,096,692	954,899

On the 2018-19 California Assessment of Student Performance and Progress (CAASPP), the percentage of students who meet/exceed standards will increase by 3 percentage points at grades 3 and 6 in ELA and 5 percentage points in math. In Grade 1, the percentage of students who attain proficiency on the District reading and math fluency assessment will increase by at least 3 percentage points.

All Funding Sources	$285,425	$278,395
Federal Revenues - Title II	59,415	30,064
Other State Revenues	45,625	48,969
LCFF S & C/Contributing to Increased or Improved Services	180,385	199,362

The Newhall School District will:

- accelerate English Learners' progress toward proficiency by meeting District reclassification criteria no later than 6th grade
- establish proficiency levels for English Learners as measured by the English Language Proficiency Assessments for California (ELPAC)
- reduce the percentage of long-term English Learners by 5 percentage points
- increase District-wide reclassification rate by 5 percentage points
- eliminate the achievement gap on District assessments

All Funding Sources	$249,765	$210,152
Federal Revenues - Title II	30,000	6,437
Other State Revenues	17,947	15,578
LCFF S & C/Contributing to Increased or Improved Services	201,818	188,137

Increase proficiency on District benchmark assessments in ELA and math (by 5 percentage points) through targeted support within the District's Response to Intervention (RTI) system.

All Funding Sources	$1,651,047	$1,573,695

Federal Revenues - Title I	87,000	0
Federal Revenues - Title II	13,000	17,696
LCFF S & C/Contributing to Increased or Improved Services	1,551,047	1,555,999

Increase the percentage of students attaining proficiency on District technology standards by 5 percentage points in the 2018-19 school year.

All Funding Sources	$631,240	$569,309
Federal Revenues - Title I	28,750	24,840
Other State Revenues	35,142	19,226
LCFF Base/Not Contributing to Increased or Improved Services	58,533	44,957
LCFF S & C/Contributing to Increased or Improved Services	508,815	480,286

Increase parent engagement and participation in school programs/activities by at least 3 percentage points as measured by participation in:

- Site/District LCAP meetings
- School site council meetings
- Site/District English Learner Advisory Council meetings
- PTA/PTO meetings
- District stakeholder meetings
- District surveys
- Gifted District Advisory Council meetings
- Parent conferences

All Funding Sources	$328,785	$357,841
LCFF S & C/Contributing to Increased or Improved Services	328,785	357,841

The suspension rate of students who need assistance to overcome behavioral and emotional obstacles to learning will be no more than .5% following implementation of a comprehensive District-wide counseling program and through implementing Positive Behavior Interventions and Supports.

All Funding Sources	$680,980	$682,548
Federal Revenues - Title I	56,797	37,116
Other State Revenues	39,600	30,425
LCFF S & C/Contributing to Increased or Improved Services	584,583	615,007

The Newhall School District will positively increase parent and student perception of school safety by at least 1 percentage point as measured by the revised School Effective survey and at least 2 percentage points on the California Healthy Kids survey administered to 5th grade students.

All Funding Sources	$201,280	$17,065
Other Local Revenues	200,000	15,777
LCFF Base/Not Contributing to Increased or Improved Services	1,280	1,288