Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

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

LEA Name	Contact Name and Title	Email and Phone
Saucelito Elementary	Cynthia Lamb	clamb@saucelito.k12.ca.us
	Superintendent	(559) 784- 2164

2017-20 Plan Summary

The Story

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

Our vision is to prepare our students to assume responsibility to plan, design, and build the future by providing a learning environment which is 21st Century oriented and is centered on students which incorporates the direction of teachers, and support of family and community. Saucelito is a single K-8 school district that serves 89 students. Our school culture is positive and welcoming for students, staff, and parents. Saucelito is a safe school where learning processes are not interrupted by outside influences or discipline issues. Saucelito has a fair discipline policy, which is clearly understood and supported by staff, students, and parents; we have had no student suspensions or expulsions in the past 5 years, which is a clear indication of our school climate.
Student engagement is a crucial component for student success. Saucelito's desire is to involve students as active participants in their education by providing them with project-based learning opportunities, test chats with students, and cross-curricular activities. We welcome parents in classrooms as volunteers and regularly hold school activities that need parent participation.
Saucelito School is dedicated to student success by providing student, staff, parent, and community involvement and collaboration.

LCAP Highlights

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

This year's LCAP continues to build upon successful practices to address increasing student

achievement schoolwide and for all subgroups. It also includes deepening and expanding implementation of state academic content and performance standards with the exploration phase of the Next Generation Science Standards.

Goal 1: Student Achievement: Improve student achievement schoolwide and for all subgroups in all components of the broad course of study to achieve state and local targets for proficiency and preparation for success in high school and beyond. Close the achievement gap between top performing subgroups and other subgroups. ($93,238 Supplemental and Concentration Grant funds and $315,593 Other Funds).

Goal 2: Engagement: Involve all students and their parents in curricular, co- curricular and extracurricular activities to assure maximum engagement in the schooling process. Assure that all parents, including parents of unduplicated count subgroups, have access to and participate in school and district decision-making processes. ($ 14,660 Supplemental and Concentration Grant funds).

Goal 3: State Standards: Deepen implementation of the Common Core State Standards schoolwide and begin review and evaluation of implementation of other state content and performance standards including Next Generation Science Standards. ($ 33,500 Supplemental and Concentration Grant funds and $ 10,000 Other Funds).

Review of Performance

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

Greatest Progress

Previous years' LCAPs have focused on implementation of state standards, improvement in all eight state priorities, and improvement of technology resources to address the digital skills embedded in the Common Core and today's vision of college and career readiness. Local evaluation confirms that Saucelito has accomplished full implementation of the state's Common Core standards in English Language Arts, Mathematics, and English Language Development. We plan to maintain and build upon this success with professional development in the broad curriculum expanding to the Next Generation Science Standards and continued commitment to providing a teaching/learning array of services that meet the diverse needs of our students.

In the state Dashboard indicator of "suspension rate", Saucelito is "blue" because we have had no suspensions in the past five years. We plan to maintain this success through continuing to provide a supportive learning environment for all of our students and engaging every student and parent in the teaching/learning process.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local

indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

There are no areas in the LCFF Evaluation Rubrics in which any state or local indicator for Saucelito is in the "red" or "orange" performance category

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

Performance Gaps

There is no state indicator for which performace for any subgroup was two or more performance levels below the "all student" performance at Saucelito.

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

Increased or Improved Services

Services for low income and English learners are significantly increased in curriculum and instruction, including: experiential learning, extended learning, English language Development, and differentiated instruction. Technology, essential in today's academic and employment worlds, is expanded and enhanced to assure that students who are not able to access these tools at home have easy access at school. Support for increased parent involvement and involvement in school and district decision-making continues to expand.

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$904,709.58
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$ 495,838

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

All General Fund Budget Expenditures specified above for the LCAP year and directly impacting accomplishment of specific LCAP goals are included in the LCAP. Other General Fund expenditures, such as maintenance and custodial staff and supplies, home-to-school transportation, contracts for services such as Special Education, and others, each contribute to the overall effectiveness of the

Saucelito district and school operations.

DESCRIPTION

Total Projected LCFF Revenues for LCAP Year

AMOUNT

$ 848,202

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

Goal 1: Student Achievement: Improve student achievement schoolwide and for all subgroups in all components of the broad course of study to achieve state and local targets for proficiency and preparation for success in high school and beyond. Close the achievement gap between top performing subgroups and other subgroups.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Credentialed Teacher Rate [R] = 100%	100%
Credentialed Teacher teaching outside of subject area rate [R] = 0%	0%

Expected	Actual
teacher misassignment rate [R] = 0%	0%
teacher of English learners misassignment rate [R] = 0%	0%
Most recently adopted textbooks rate [R] = 100%	100%
Overall facility rating [R] = good	good
student lacking own copy of textbook rate [R] = 0%	0%
CCSS English Language Arts/ English Language Development and Math [R] (using identifiers from state implementation survey) = full implementation and sustainability	full implementation and sustainability
Schoolwide: CAASPP ELA at or above level three [R] = 37 points below level three	39.8 points below level three
White: CAASPP ELA at or above level three [R] = 7 points below level three	1.7 points below level three

Expected

Actual

Expected	Actual
Hispanic: CAASPP ELA at or above level three [R] = 40 points below level three	63.8 points below level three
disadvantaged: CAASPP ELA at or above level three [R] = 40 points below level three	58.8 points below level three
English learners: CAASPP ELA at or above level three [R] = 33 points below level three	60.1 points below level three
schoolwide : CAASPP Math at or above level three [R] = 24 points below level three	28.5 points below level three
White :CAASPP Math at or above level three [R] = 7 points below level three	9.6 points above level three
Hispanic : CAASPP Math at or above level three [R] = 40 points below level three	50.3 points below level three
disadvantaged : CAASPP Math at or above level three [R] = 40 points below level three	49.9 points below level three

Expected	Actual
English learners: CAASPP Math at or above level three [R] = 38 points below level three	52.5 points below level three
English Learner reclassification rate [R] = 27%	0%
enrollment in broad course of study schoolwide and by unduplicated count students and by students with exceptional needs [R] = 100%	100%
programs and services to increase access to broad course of study by unduplicated count students and students with exceptional needs [R] = 100%	100%
Number/percentage of students by grade level and subgroup who have mastered the technology skills identified within the CCSS [L] = 100%	100%

Actions/Services

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

Action 1

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

#1.1 Continue to provide additional math and reading programs for students: Renaissance Learning (Accelerated Math and Reading Program),Front Row on-line Math and Reading and Lexia	# 1.1 Purchased Renaissance Learning Accelerated Math and Reading Program, district data demonstrates growth in both math and reading district assessments.	$ 5,000 Lottery Prop 20 instructional materials	$ 5,018 Lottery Prop 20 instructional materials

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
# 1.2 Continue to deepen professional knowledge of teachers through professional development	# 1.2 Provided teachers with ELA and Math State Standards Training. County Office of Education consultants in Language Arts and Math continue to provide professional development that empowers our teachers in the continous improvement of teaching and learning.	no additional cost	no additional costs; services were provided through district membership in the Tulare County Office of Education Co-Op

Action 3

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

# 1.3 Supplemental instructional materials: Continue to provide supplemental classroom materials for all students and subgroups and teachers to assure that all students have the materials and supplies needed for classroom achievement, project-based learning, and differentiated instruction.	# 1.3 Provided students with the necessary supplies needed to achieve academically. These supplies and materials enabled our students to produce quality work and hands on project based learning opportunities. These supplemental materials for our unduplicated count students (English Learners and low income students) provide adaptations and accommodations for differentiated instruction to enhance instruction and learning by targeting specific gaps in skills, knowledge and experience.	$ 15,000 LCFF/SC instructional materials	$20,100 LCFF S/C instructional materials

Action 4

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

# 1.4 Instructional staff: Continue to maintain highly qualified teachers trained in common core. 5 teachers paid from LCFF Base and part-time Reading teacher paid from LCFF S/C	# 1.4 Provided our students with highly qualified teachers. Five teachers and a Reading Specialist are fully credentialed, experienced and continue to expand skills and knowledge through professional development and collaborative practice.	LCFF base $309,593 LCFF S/C $32,010 salaries and benefits	LCFF base $309,593 LCFF S/C $32,010 salaries and benefits

Action 5

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**
# 1.5 Teacher Aides will continue to work with English Learners in all classrooms to improve the acquisition of English Language.	# 1.5 Teacher aides worked with small groups and individual EL students to improve English Language Acquisition. These student demonstrated growth on their report cards and classroom assessments.	LCFF S/C ($26,235) Title I ($1,000) salaries and benefits	LCFF S/C ($26,235) Title I ($1,000) salaries and benefits

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

Analysis

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

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

Overall, actions and services were carried out as planned. The superintendent monitored implementation and reported progress monthly to all stakeholders.

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

Based on student performance and local evaluation, actions and services had positive impact on student learning. Saucelito measured the effectiveness of actions and goals through a detailed local survey of teachers, parents, and students as validated by the principal's careful monitoring of lesson plans and classroom observations as well as examination of factors and indicators reported in the state School Dashboard. Results, such as local benchmarking and teacher lesson plans confirm that actions were highly effective in their impact on student achievement. As a result, both schoolwide and all subgroups made progress on state testing. English learners, however, did not achieve as expected. Teachers and administration, with consultation of parents of English learners, determined that extended learning time would be beneficial for English learners and requested that after-school tutoring and summer school be added as actions and services for the 2018-19 academic year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budgeted and actual expenditures.

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

As a result of LCAP actions and services, both schoolwide and all subgroups made progress on state testing and other state and local indicators used

in the district's annual evaluation. English learners, however, did not achieve as expected. Teachers and administration, with consultation of parents of English learners, and based on research of successful intervention strategies, determined that extended learning time would be beneficial for English learners and requested that after-school tutoring and summer school be added as actions and services for the 2018-19 academic year. This has been added as a new action for 2018-19 (action 1.6).

Goal 2

Engagement: Involve all students and their parents in curricular, co-curricular and extracurricular activities to assure maximum engagement in the schooling process. Assure that all parents, including parents of unduplicated count subgroups, have access to and participate in school and district decision-making processes.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
participation rate in parent training/involvement opportunities schoolwide and subgroups [L] 95%	95%
availability of parent training/involvement opportunities in school and district decision-making schoolwide and subgroups [R] highly effective	highly effective

Expected	Actual
participation rate in parent training/involvement opportunities in school and district decision-making schoolwide and subgroups [R] 95%	95%
parent involvement in decision-making school and district of parents of unduplicated count students and of students with exceptional needs [R] 95%	95%
participation in co-curricular and extracurricular activities schoolwide and subgroups [L] 85%	85%
middle school dropout rate schoolwide and subgroups [R] 0%	0%
attendance rate schoolwide and subgroups [R] 90%	93.18%
chronic absenteeism rate schoolwide and subgroups [R] 0%	6.32%

Expected   **Actual**

SARB referrals [L] 0%	0%

expulsion rate schoolwide and subgroups [R] 0%	0%

suspension rate schoolwide and subgroups [R] 0%	0%

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**

| # 2. 1: District will continue to provide parents with services such as homework and technology workshops as a means of additional parent/student support. Materials and supplies for parent education | # 2.1 Teaching staff provided parents information and training on ELA, Technology, and Math. This helped involve our parents in their child's education and understanding of their homework/Standards. Staff provided service at no cost to the district. | $ 460 LCFF S/C materials and supplies | $400 LCFF/SC materials and supplies |

Action 2

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
# 2.2: Continuation of project based learning opportunities. - Student supplies for project-based learning and classroom assignments	# 2.2 Lexia was purchased as a tool for monitoring student growth in reading resulting from expanded learning opportunities including project-based learning and experiential learning. These experiences help our unduplicated count students expand their skills and knowledge. They actively participated in experiential learning through Ag science and TK-4 field trip to the zoo to study animals and plants and see the real thing after reading about it in books. Students demonstrated a greater understanding when experiencing what they were reading about. Lexia reports indicated continued growth of our students reading abilities.	$ 12,421 LCFF S/C materials and supplies	$11,286 LCFF/SC materials and supplies

Action 3

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

| # 2.3: Students will continue to be provided with interactive learning opportunities: -Professional Development for CCSS and Project based Learning | # 2.3 TCOE consultants provided training and support for teachers in project-based learning. As a result, teachers expressed greater confidence in CCSS and project-based learning and expanded classroom applications of this resulted. | no additional costs | no additional costs |

Action 4

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**
# 2.4: To improve student engagement in classroom activities, interactive materials and online activities will be continued.	# 2.4 Interactive materials were purchased and used to enhance and expand student learning and student engagement in the learning process. Student assessments associated with the interactive programs indicate student growth in critical learning skills and knowledge.	$ 4,200 LCFF/SC materials and licenses	$ 3,674 LCFF S/C materials and licenses

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

Analysis

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

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

Actions and services were implemented as planned. We held multiple formal parent conference days during which teachers and parents engaged in meaningful discussion of student accomplishments and continuing needs. We held multiple parent participation events to engage parents and students together in the Saucelito school community and assisted parents with learning and understanding the new technology resources at the school and the embedded technology skills required by the new state standards and state testing system. Teachers assigned and facilitated multiple project-based learning units in their classrooms resulting in increased hands-on learning and higher order thinking skills, especially application of classroom learning. Teachers differentiated instruction based on student learning needs using materials and online resources purchased and/or licensed in this goal.

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

Teachers report (in annual formal survey and collaborative meetings) that the actions and services provided have a very high degree of direct impact on increasing student engagement and achievement. Project-based learning has empowered teachers and students to learn and practice higher order thinking skills and to improve literacy skills throughout the broad course of study. Students report in annual survey and classroom student/teacher feedback that these activities make learning enjoyable and make lessons more understandable. State indicators of attendance, and related state indicators confirm that students are engaged in school and learning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences in budgeted and actual expenditures. Professional development was provided as a service in the district's contract with the Tulare County Co-Op.

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

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

All stakeholders verify that this goal is having a positive impact on students and should be continued so as to see continued improvements. No changes were made except for corrections to 2016-17 baseline date in attendance rate and chronic absenteeism rate and minor budget adjustments to account for changes in the state budget allocations.

Goal 3

State Standards: Deepen implementation of the Common Core State Standards schoolwide and complete implementation of other state content and performance standards including Next Generation Science Standards

State and/or Local Priorities addressed by this goal:

State Priorities: 2

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

implementation of Health Education Content Standards [R] per survey results
=full implementation

full implementation

implementation of Physical Education Model Content Standards [R] per survey results
= full implementation

full implementation

Expected	Actual
implementation of Visual and Performing Arts Standards per survey results [R] = full implementation	full implementation
implementation of Next Generation Science Standards per survey results [R] = exploration and research	exploration and research
implementation of History Social Science Content Standards per survey results [R] = full implementation	full implementation
percentage of grade levels/courses where CCSS-identified digital skills are being taught to students [L] = 85%	85%
availability of supplemental materials to differentiate instruction [L] = 90%	90%

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
# 3.1: Continue to provide teachers with a deeper level of effective curriculum and instruction expertise in all state content and performance standards	# 3.1 Tulare County Office of Education Co-Op provided training and support for all teachers. As a result, teachers report deeper understanding and application of expertise in content and practices related to state standards implementation.	no additional costs	no additional costs; services were provided through district membership in the Tulare County Office of Education Co-op

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
# 3.2: Continued purchase of State Adopted Curriculum in Math and ELA and other content areas for grades K-8	# 3.2 The school is in the process of evaluating new textbook adoptions and the process has not been completed. Replacement copies of currently adopted texts were purchased as needed.	$ 10,000 LCFF Base books and materials	$ 1,200 LCFF Base books and materials

Action 3

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

| # 3.3: Continuation of Monthly staff professional learning time to examine student achievement, identify areas of need, and develop improvement strategies, including examination of Next Generation Science Standards. | # 3.3 Professional Learning time took place on a regular basis with teachers sharing classroom practices, concerns, and solutions, including following state recommended textbook review processes. | no additional costs | no additional costs |

Action 4

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**
# 3.4: Continued Improvement of technology infrastructure as needed and reduce computer to student ratio in order to assure that students are proficient in the technology skills and knowledge embedded in CCSS	# 3.4 A computer cart was purchased with 20 additional Chrome Books, bringing the computer to student ratio to 1:1. This is critically needed, especially for our unduplicated count students who report they do not have access to this technology at home. Technology application skills are embedded throughout the state standards and students must have access to technology at school and in the classroom in order to be able to succeed in state standards.	$ 36,420 LCFF S/C material and supplies	$ 25,667 LCFF S/C material and supplies

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

Analysis

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

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

> Upon approval of the LCAP, the superintendent/principal set up a workplan and calendar to implement actions of this goal. Materials were purchased, training calendared as needed, and technology purchased as planned.

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

> The district has established an evaluation system that uses teacher, parent, and student surveys and a monitoring system by the superintendent/principal. This evaluation is intended to determine to what degree Saucelito is implementing all state content and performance standards. All targets were achieved. Saucelito is faithfully and effectively implementing the state's standards in ELA, Mathematics, and ELD as demonstrated by review of teacher lesson plans.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

> Where training was available as part of Saucelito's Co-Op agreement with the Tulare County Office of Education, this was the preferred method. There were material differences in action 3.2 and 3.4. Regarding action 3.2, the textbook adoption is still being reviewed and will be completed for the 2017-18 academic year. For action 3.4, the district was able to purchase need technology at a reduced cost.

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

> Based on stakeholder consultation and support, the district will stay the course on planned actions and services for 2018-19. No significant changes are made in this goal.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

Saucelito Elementary School has outlined a plan to actively involve all stakeholders in the development of the Saucelito Local Control Accountability Plan (LCAP). In addition to updating the staff as to the progress of goals at monthly staff meetings and School Site Council Meetings the involvement process also included:
1. Staff Surveys (Classified, Certificated) (April 2018)
2. Staff input on Annual Update (April staff meeting 2018)
3. Board Meetings /Annual Update input (Aug. 2017-June 2018)
4. Parent Involvement Meetings (Aug. 2017-May 2018 Parent Club mtgs.)
5. School Site Council Meetings (Aug 2017, Nov. 2017, Feb. 2018, and May 2018)
6. Parent review of Annual Update- (May 2018)
7. Careful review of District Data: Local Benchmarks, CELDT scores, Common Core Report Cards, SBAC Science scores, and comparisons between 2016 and 2017 SBAC data- (Aug 2017, then monthly reviews of available date through May 2018)
8. The District held numerous meetings and distributed parent, student, and staff surveys –
(April 2018) Note: The district has no bargaining unit.
The following materials, resources and data collections were used to help educate stakeholders and determine the focus priorities.
Resource/Material/Purpose
TCOE PowerPoints/Educate
WestEd Channel/ Educate
CAASPP Data for All Groups-3 Years/ Data
Attendance Rate – 3 Years-/Data

CELDT Results/ Data
Reclassification Rates/ Data
Local Benchmarks-/Data
Results from LCAP Surveys-/Resource

Impact on LCAP and Annual Update

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

As a result of our stakeholder data analysis from our SBAC scores, district assessments including STAR Reading and Math quarterly assessments, Lexia and FrontRow data reports in conjunction with the review of parent, staff, and student surveys, the District will add an additional action to Goal 1. Action 1.6 will provide afterschool and summer tutoring to students identified as Standard Nearly Met and Standard Not Met on the SBAC as a means of extending learning time for these students. This decision was based on suggestions made by staff upon the review of student data during our August 2017 staff meeting and subsequent professional learning community meetings. During the August School Site Council meeting, the committee was asked to give input based on the 2017 SBAC scores and recommendation made by the staff. The SSC voted unanimously to begin a trial tutoring program during the 2017-18 school year. Parent surveys were then sent home to all parents regarding starting up a tutoring program. The response was tremendously in support of such a program. The board approved the program during the September 12, 2017 board meeting. After piloting the program, the staff along with the school site council decided that the pilot program was a huge benefit to our students. During the May Staff and SSC meetings it was decided to make the addition of tutoring to Goal 1 and to incorporate a Summer Tutoring program as well. It was determined through the SSC, staff, and Board review of student data along with the analysis of our LCAP Goals and Functions outcomes that all of the current goals were having a positive impact on student learning and engagement and therefore will continued as planned.

Goals, Actions, & Services

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

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

Unchanged

Goal 1

Student Achievement: Improve student achievement schoolwide and for all subgroups in all components of the broad course of study to achieve state and local targets for proficiency and preparation for success in high school and beyond. Close the achievement gap between top performing subgroups and other subgroups.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Achievement gaps exist at school between the highest performing subgroup and other subgroups. Achievement gaps also exist between Saucelito subgroups and statewide performance.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Credentialed Teacher Rate [R]	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Credentialed Teacher teaching outside of subject area rate [R]	0%	0%	0%	0%
teacher misassignment rate [R]	0%	0%	0%	0%
teacher of English learners misassignment rate [R]	0%	0%	0%	0%
Most recently adopted textbooks rate [R]	100%	100%	100%	100%
Overall facility rating [R]	Good	Good	Good	Good

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
student lacking own copy of textbook rate [R]	0%	0%	0%	0%
CCSS English Language Arts/ English Language Development and Math [R] (using identifiers from state implementation survey)	full implementation	full implementation and sustainability	full implementation and sustainability	full implementation and sustainability
CAASPP ELA at or above level three schoolwide [R]	47.3 points below level three	37 points below level three	27 points below level three	17 points below level three
CAASPP ELA at or above level three White [R]	12.6 points below level three	7 points below level three	3 points above level three	10 points above level three

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP ELA at or above level three Hispanic [R]	67.6 points below level three	40 points below level three	30 points below level three	20 points below level three
CAASPP ELA at or above level three disadvantaged [R]	72.8 points below level three	40 points below level three	30 points below level three	20 points below level three
CAASPP ELA at or above level three English learners [R]	53.2 points below level three	33 points below level three	23 points below level three	13 points below level three
CAASPP Math at or above level three schoolwide [R]	34 points below level three	24 points below level three	14 points below level three	0 points below level three
CAASPP Math at or above level three White [R]	13.3 points below level three	7 points below level three	0 points below level three	7 points above level three
CAASPP Math at or above level three Hispanic [R]	61.1 points below level three	40 points below level three	30 points below level three	20 points below level three

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP Math at or above level three disadvantaged [R]	65.3 points below level three	40 points below level three	30 points below level three	20 points below level three
CAASPP Math at or above level three English learners [R]	48.7 points below level three	38 points below level three	28 points below level three	18 points below level three
percent of English learners making progress toward English proficiency [R]	38%	40%	42%	44%
English Learner reclassification rate [R]	25%	27%	29%	30%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
enrollment in broad course of study schoolwide and by unduplicated count students and by students with exceptional needs [R]	100%	100%	100%	100%
programs and services to increase access to broad course of study by unduplicated count students and students with exceptional needs [R]	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number/percentage of students by grade level and subgroup who have mastered the technology skills identified within the CCSS [L]	100%	100%	100%	100%

Planned Actions/Services

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

Action #1

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

Students to be Served	Location(s)
All Students	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)
N/A	N/A	N/A

Actions/Services

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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
#1.1 Continue to provide additional math and reading programs for students: Renaissance Learning (Accelerated Math and Reading Program),Front Row on-line Math and Reading and Lexia	#1.1 Continue to provide additional math and reading programs for students: Renaissance Learning (Accelerated Math and Reading Program),Front Row on-line Math and Reading	#1.1 Continue to provide additional math and reading programs for students: Renaissance Learning (Accelerated Math and Reading Program),Front Row on-line Math and Reading

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$ 5,000	$ 5,000	$ 5,000
Source	Lottery Prop 20	Lottery Prop 20	Lottery Prop 20
Budget Reference	instructional materials	instructional materials	instructional materials

Action #2

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

Students to be Served	**Location(s)**
All Students	Specific Schools, Saucelito Elementary

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

Actions/Services

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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
# 1.2 Continue to deepen professional knowledge of teachers through professional development	# 1.2 Continue to deepen professional knowledge of teachers through professional development	# 1.2 Continue to deepen professional knowledge of teachers through professional development

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	no additional cost	no additional cost	no additional cost
Source	Membership in the Tulare County Co-Op	Membership in the Tulare County Co-Op	Membership in the Tulare County Co-Op
Budget Reference	professional development	professional development	professional development

Action #3

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
English Learners, Foster Youth, Low Income	Schoolwide	Specific Schools, Saucelito Elementary

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18	for 2018-19	for 2019-20
Modified	Modified	Unchanged

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
# 1.3 Supplemental instructional materials: Continue to provide supplemental classroom materials for all students and subgroups and teachers to assure that all students have the materials and supplies needed for classroom achievement, project-based learning, and differentiated instruction.	# 1.3 Instructional materials: Continue to provide classroom materials (including online resources) for for all students and subgroups and teachers to assure that all students have the materials and supplies needed for classroom achievement, project based learning, and differentiated instruction.	# 1.3 Instructional materials: Continue to provide classroom materials (including online resources) for for all students and subgroups and teachers to assure that all students have the materials and supplies needed for classroom achievement, project based learning, and differentiated instruction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000	$20,000	$20,000
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	instructional materials	instructional materials	instructional materials

Action #4

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

Specific Schools, Saucelito Elementary

Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

1.4 Instructional staff: Continue to maintain highly qualified teachers trained in common core. 5 teachers paid from LCFF Base and part-time Reading teacher paid from LCFF S/C

2018-19 Actions/Services

1.4 Instructional staff: Continue to maintain highly qualified teachers trained in common core. 5 teachers paid from LCFF Base and part-time Reading teacher paid from LCFF S/C

2019-20 Actions/Services

1.4 Instructional staff: Continue to maintain highly qualified teachers trained in common core. 5 teachers paid from LCFF Base and part-time Reading teacher paid from LCFF S/C

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$ 341,603	$356,596	$356,596
Source	LCFF base $309,593 LCFF S/C $32,010	LCFF base $309,593 LCFF S/C $ 47,003	LCFF base $309,593 LCFF S/C $ 47,003
Budget Reference	salaries and benefits	salaries and benefits	salaries and benefits

Action #5

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	Specific Schools, Saucelito Elementary

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
# 1.5 Teacher Aides will continue to work with English Learners in all classrooms to improve the acquisition of English Language.	# 1.5 Teacher Aides will continue to work with English Learners in all classrooms to improve the acquisition of English Language.	# 1.5 Teacher Aides will continue to work with English Learners in all classrooms to improve the acquisition of English Language.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$ 27,235	$ 27,235	$ 27,235
Source	LCFF S/C ($26,235) Title I ($1,000)	LCFF S/C ($26,235) Title I ($1,000)	LCFF S/C ($26,235) Title I ($1,000)
Budget Reference	salaries and benefits	salaries and benefits	salaries and benefits

Action #6

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

Students to be Served   **Location(s)**

N/A	N/A

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
English Learners, Foster Youth, Low Income	Schoolwide	Specific Schools, Saucelito Elementary

Actions/Services

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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
This is a new action in 2018-19	#1.6 Provide after-school and summer tutoring by teachers and instructional aides under supervision of teachers, to remediate gaps in knowledge and skills and assure access to broad course of study.	#1.6 Provide after-school and summer tutoring by teachers and instructional aides under supervision of teachers, to remediate gaps in knowledge and skills and assure access to broad course of study.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	0	$ 28,578	$ 28,578
Source	n/a	LCFF/SC	LCFF/SC
Budget Reference	n/a	salaries and benefits	salaries and benefits

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

Unchanged

Goal 2

Engagement: Involve all students and their parents in curricular, co-curricular and extracurricular activities to assure maximum engagement in the schooling process. Assure that all parents, including parents of unduplicated count subgroups, have access to and participate in school and district decision-making processes.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities:

Identified Need:

Research confirms locally and nationally that students who feel connected to school achieve at higher levels. Local and national research further confirm that students who participate in co-curricular in-school and intermural competitions and exhibitions demonstrate higher level thinking skills and achieve higher in school. Increasing student opportunities in these critical areas has promise to help close the achievement gap and increase student achievement.

Expected Annual Measureable Outcomes

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

participation rate in parent training/involvement opportunities schoolwide and subgroups [L]	95%	95%	95%	95%
availability of parent training/involvement opportunities in school and district decision-making schoolwide and subgroups [R]	highly effective	highly effective	highly effective	highly effective
participation rate in parent training/involvement opportunities in school and district decision-making schoolwide and subgroups [R]	95%	95%	95%	95%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
parent involvement in decision-making school and district of parents of unduplicated count students and of students with exceptional needs [R]	highly effective	highly effective	highly effective	highly effective
participation in co-curricular and extracurricular activities schoolwide and subgroups [L]	80%	85%	87%	89%
middle school dropout rate schoolwide and subgroups [R]	0%	0%	0%	0%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
attendance rate schoolwide and subgroups [R]	89.93% corrected to 95.56%	90%	95%	97%
chronic absenteeism rate schoolwide and subgroups [R]	0% corrected to 7.8%	0%	0%	0%
SARB referrals [L]	0	0	0	0
expulsion rate schoolwide and subgroups [R]	0%	0%	0%	0%
suspension rate schoolwide and subgroups [R]	0%	0%	0%	0%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number/percentage of students by grade level and subgroup who have mastered the technology skills identified within the CCSS [L]	100%	100%	100%	100%
pupils, parents, and teachers sense of school safety and connectedness	95%	95% metric added in 2018-19 plan	95%	95%

Planned Actions/Services

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

Action #1

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
English Learners, Low Income	Schoolwide	Specific Schools, Saucelito Elementary

Actions/Services

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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
# 2. 1: District will continue to provide parents with services such as homework and technology workshops as a means of additional parent/student support. Materials and supplies for parent education	# 2. 1: District will continue to provide parents with services such as homework and technology workshops as a means of additional parent/student support. Materials and supplies for parent education	# 2. 1: District will continue to provide parents with services such as homework and technology workshops as a means of additional parent/student support. Materials and supplies for parent education

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$460	$460	$460

Year	2017-18	2018-19	2019-20
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	materials and supplies	materials and supplies	materials and supplies

Action #2

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

Students to be Served	**Location(s)**
N/A	N/A

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
English Learners, Foster Youth, Low Income	Schoolwide	Specific Schools, Saucelito

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
# 2.2: Continuation of project based learning opportunities. -Student supplies for project based learning and classroom assignments	# 2.2: Continuation of project based learning opportunities and other opportunities for extended and experiential learning, including field trips and study trips to broaden students' knowledge base. Student supplies for project based learning and classroom assignments, transportation expenses and fees.	(budget is modified)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$ 12,421	$10,000	$15,493
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	materials and supplies	materials and supplies	materials and supplies

Action #3

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

Students to be Served

Location(s)

N/A	N/A

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
English Learners, Foster Youth, Low Income	Schoolwide	Specific Schools, Saucelito Elementary

Actions/Services

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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
# 2.3: Students will continue to be provided with interactive learning opportunities: - Professional Development for CCSS and Project based Learning	# 2.3: Students will continue to be provided with interactive learning opportunities: - Professional Development for CCSS and Project based Learning	# 2.3: Students will continue to be provided with interactive learning opportunities: - Professional Development for CCSS and Project based Learning

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	no additional cost	no additional cost	no additional cost
Source	membership in Tulare County Co-Op	membership in Tulare County Co-Op	membership in Tulare County Co-Op
Budget Reference	professional development	professional development	professional development

Action #4

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

Students to be Served	**Location(s)**
N/A	N/A

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

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

| Unchanged | Unchanged | Unchanged |

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

| # 2.4: To improve student engagement in classroom activities, interactive materials and online activities will be continued. | # 2.4: To improve student engagement in classroom activities, interactive materials and online activities will be continued. | # 2.4: To improve student engagement in classroom activities, interactive materials and online activities will be continued. |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$ 4,200	$ 4,200	$ 4,200
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	materials and licenses	materials and licenses	materials and licenses

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

Unchanged

Goal 3

State Standards: Deepen implementation of the Common Core State Standards schoolwide and complete implementation of other state content and performance standards including Next Generation Science Standards

State and/or Local Priorities addressed by this goal:

State Priorities: 2

Local Priorities:

Identified Need:

Survey results confirm that continued work needs to be done to achieve full implementation and sustainability of the Common Core and other state standards. Although the current curriculum is aligned to the previous science standards, Saucelito is in the early stages of exploration of the state's Next Generation Science Standards.

Expected Annual Measureable Outcomes

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

implementation of Health Education Content Standards [R] per survey results	4=full implementation	4=full implementation	4=full implementation	4=full implementation
implementation of Physical Education Model Content Standards [R] per survey results	4=full implementation	4=full implementation	4=full implementation	4=full implementation
implementation of Visual and Performing Arts Standards per survey results [R]	4=full implementation	4=full implementation	4=full implementation	4=full implementation
implementation of Next Generation Science Standards per survey results [R]	n/a	1=exploration and research	2=beginning development	3=initial implementation

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
implementation of History Social Science Content Standards per survey results [R]	4=full implementation	4=full implementation	4=full implementation	4=full implementation
percentage of grade levels/courses where CCSS-identified digital skills are being taught to students [L]	75%	85%	90%	95%
availability of supplemental materials to differentiate instruction [L]	85%	90%	95%	95%

Planned Actions/Services

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

Action #1

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

3.1: Continue to provide teachers with a deeper level of effective curriculum and instruction expertise in all state content and performance standards

2018-19 Actions/Services

3.1: Continue to provide teachers with a deeper level of effective curriculum and instruction expertise in all state content and performance standards

2019-20 Actions/Services

3.1: Continue to provide teachers with a deeper level of effective curriculum and instruction expertise in all state content and performance standards

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	no additional cost	no additional cost	no additional cost
Source	membership in the Tulare County Co-Op	membership in the Tulare County Co-Op	membership in the Tulare County Co-Op
Budget Reference	professional development	professional development	professional development

Action #2

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

Students to be Served	**Location(s)**
All Students	Specific Schools, Saucelito Elementary

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
# 3.2: Continued purchase of State Adopted Curriculum in Math and ELA and other content areas for grades K-8	# 3.2: Continued purchase of State Adopted Curriculum in Math and ELA and other content areas for grades K-8	# 3.2: Continued purchase of State Adopted Curriculum in Math and ELA and other content areas for grades K-8

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$10,000	$10,000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Books and Materials	Books and Materials	Books and Materials

Action #3

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

Students to be Served   **Location(s)**

All Students	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)**
N/A	N/A	N/A

Actions/Services

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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
# 3.3: Continuation of Monthly staff professional learning time to examine student achievement, identify areas of need, and develop improvement strategies, including examination of Next Generation Science Standards.	# 3.3: Continuation of Monthly staff professional learning time to examine student achievement, identify areas of need, and develop improvement strategies, including examination of Next Generation Science Standards.	# 3.3: Continuation of Monthly staff professional learning time to examine student achievement, identify areas of need, and develop improvement strategies, including examination of Next Generation Science Standards.

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	no additional costs	no additional costs	no additional costs
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	professional development	professional development	professional development

Action #4

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

Students to be Served	**Location(s)**
N/A	N/A

<div align="center">

OR

</div>

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

Students to be Served	**Scope of Services:**	**Location(s)**
English Learners, Foster Youth, Low Income	Schoolwide	Specific Schools, Saucelito Elementary

Actions/Services

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

Unchanged	Modified	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
# 3.4: Continued Improvement of technology infrastructure as needed and reduce computer to student ratio in order to assure that students are proficient in the technology skills and knowledge embedded in CCSS	(budget is modified)	budget is modified

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$36,420	$33,269	$39,650
Source	LCFF/SC	LCFF/SC	LCFF/SC
Budget Reference	materials and supplies	materials and supplies	materials and supplies

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

$ 126,476

Percentage to Increase or Improve Services

17%

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.

The supplemental and concentration grant funds have allowed Saucelito to make significant improvements in curriculum and instruction in excess of the required 17%. These improvements have addressed all eight state priorities with new and improved programs addressing:
• Professional development to strengthen teacher knowledge and skills in strategies successful in increasing achievement of low income and English learner students
• Supplemental instructional materials to differentiate instruction for unduplicated count students
• Remediation and acceleration programs to identify and fill in gaps in knowledge and skills
• Extended learning time to provide additional time on task for learning and practice
• Experiential learning (co-curricular field trips, project-based learning) to fill in knowledge gaps
• Technology to assure access by low income learners who do not have access at home.

The 2017 LCAP year continues and strengthens many of the actions and services added to Saucelito to address the needs of low income and English learners and close existing achievement gaps compared to the statewide peers.

The following actions/services are partially or wholly funded by LCFF S/C and will be deployed schoolwide.
#1.1: Continue to provide additional math and reading programs for students: Renaissance Learning (Accelerated Math and Reading Program) and Front Row online Math and Reading.
1.3: Instructional materials: Continue to provide classroom materials for all students and subgroups and teachers to assure that all students have the materials and supplies needed for classroom achievement and for project based learning.
2.2: Continuation of project based learning opportunities. -Student supplies for project based learning and classroom assignments
2.4: To improve student engagement in classroom activities, interactive materials and online activities will be continued.
3.4: Continued Improvement of technology infrastructure as needed and reduce computer to student ratio in order to assure that students are proficient in the technology skills and knowledge embedded in CCSS

These actions/services are primarily directed at our low income (71% of students) and English learner students. They will be deployed schoolwide to improve and expand curriculum and instruction, improve and expand differential instruction, and improve and expand technology.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

$ 170,234

26.15%

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.

The planned actions and services for 2018-19 continue to improve and expand

• Professional development to strengthen teacher knowledge and skills in strategies successful in increasing achievement of low income, foster youth, and English learner students
• Supplemental instructional materials to differentiate instruction for unduplicated count students
• Remediation and acceleration programs to identify and fill in gaps in knowledge and skills
• Extended learning time to provide additional time on task for learning and practice
• Experiential learning (co-curricular field trips, project-based learning) to fill in knowledge gaps
• Technology to assure access by low income learners who do not have access at home.

These improvements also include after-school and summer extended learning time and tutoring for students who have not yet met standards in state testing. These improvements and ended services exceed the required 26.15%. The 2018 LCAP year continues and strengthens many of the actions and services added to Saucelito to address the needs of low income and English learners and close existing achievement gaps compared to the statewide peers.

The following actions/services are partially or wholly funded by LCFF S/C and will be deployed schoolwide.

1.3: Instructional materials: Continue to provide classroom materials for all students and subgroups and teachers to assure that all students have the materials and supplies needed for classroom achievement and for project based learning.
#1.4: Parttime Reading Teacher
1.5: Parttime instructional aide for intervention
#1.6 Provide after-school and summer tutoring by teachers and instructional aides under supervision of teachers, to remediate gaps in knowledge and skills and assure access to broad course of study.
2.1: District will continue to provide parents with services such as homework and technology workshops as a means of additional parent/student support. Materials and supplies for parent education
2.2: Continuation of project based learning opportunities. -Student supplies for project based learning and classroom assignments
2.4: To improve student engagement in classroom activities, interactive materials and online activities will be continued.
3.4: Continued Improvement of technology infrastructure as needed and reduce computer to student ratio in order to assure that students are proficient in the technology skills and knowledge embedded in CCSS

These actions/services are primarily directed at our low income (71% of students) and English learner students. They will be deployed schoolwide to improve and expand curriculum and instruction, improve and expand differential instruction, and improve and expand technology for all students.