

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lennox School District

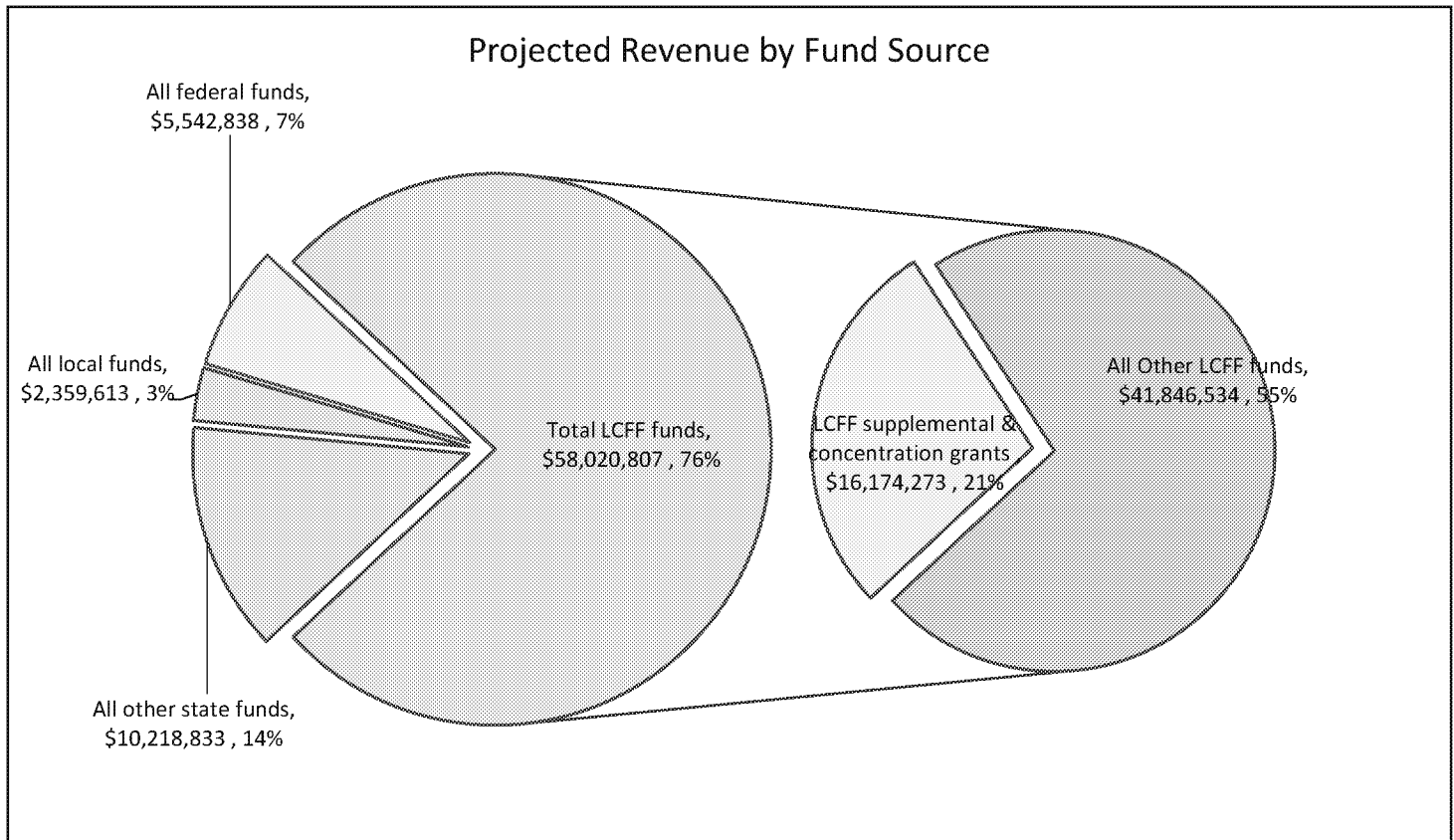
CDS Code: 19-64709

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

LEA contact information: Becki Blanco, Chief Instructional Officer (becki_blanco@lennoxk12.org)

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

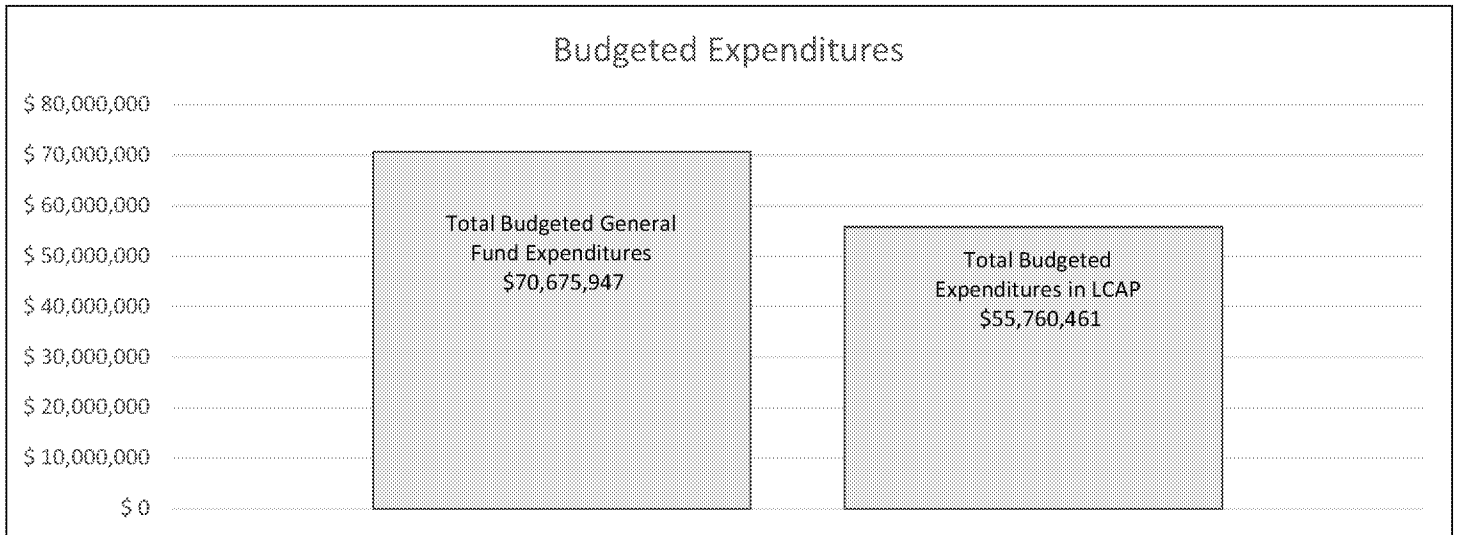


This chart shows the total general purpose revenue Lennox School District expects to receive in the coming year from all sources.

The total revenue projected for Lennox School District is \$76,142,091.00, of which \$58,020,807.00 is Local Control Funding Formula (LCFF), \$10,218,833.00 is other state funds, \$2,359,613.00 is local funds, and \$5,542,838.00 is federal funds. Of the \$58,020,807.00 in LCFF Funds, \$16,174,273.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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 Accountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Lennox 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.

Lennox School District plans to spend \$70,675,947.00 for the 2019-2020 school year. Of that amount, \$55,760,461.00 is tied to actions/services in the LCAP and \$14,915,486.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

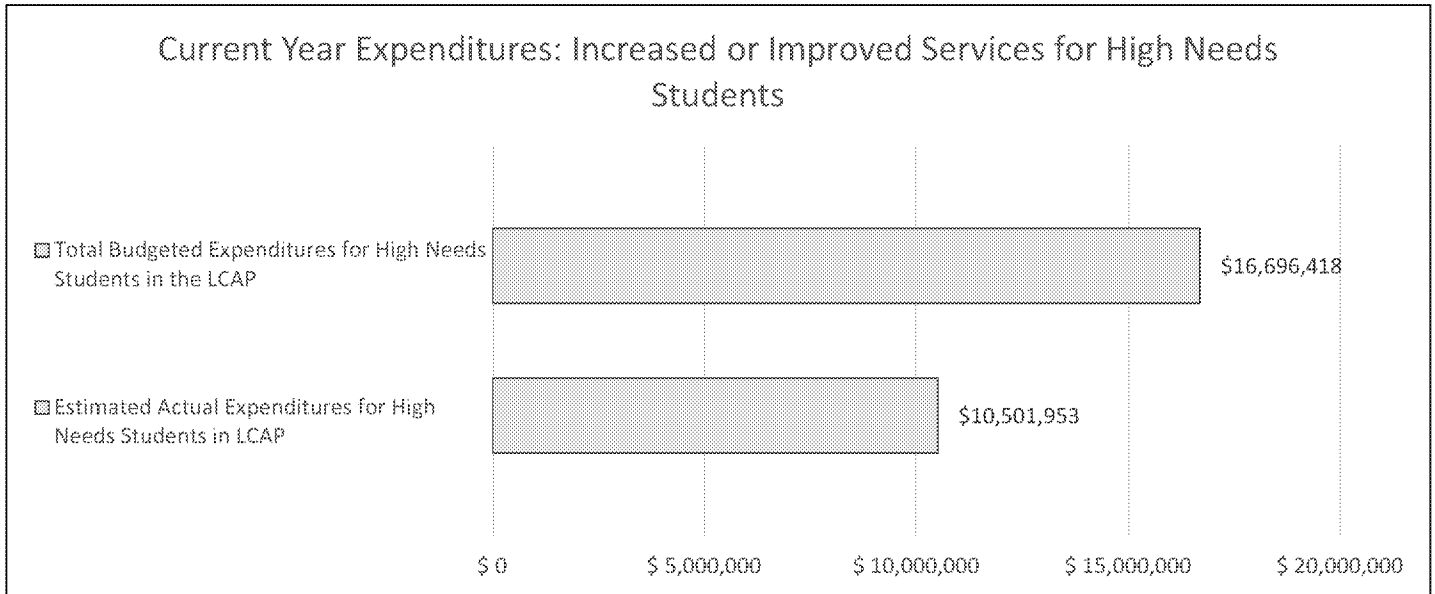
Special education regionalized services tuition and transportation, federal funds to meet educational goals of low income students (Title I), federal funds intended for professional development (Title II), federal funds to help ensure English learners attain English language proficiency (Title III), federal and state funds for expanded learning opportunities beyond the school day (21st Century Community Learning Centers and After School Education and Safety), local revenue donor-specific programs and the district's proportionate share of total employer contributions to employee pension plans for CalPERS and CalSTRS.

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

In 2019-2020, Lennox School District is projecting it will receive \$16,174,273.00 based on the enrollment of foster youth, English learner, and low-income students. Lennox 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, Lennox School District plans to spend \$16,285,042.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

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



This chart compares what Lennox 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 Lennox 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, Lennox School District's LCAP budgeted \$16,696,418.00 for planned actions to increase or improve services for high needs students. Lennox School District estimates that it will actually spend \$10,501,953.00 for actions to increase or improve services for high needs students in 2018-2019. The difference between the budgeted and actual expenditures of \$6,194,465.00 had the following impact on Lennox School District's ability to increase or improve services for high needs students:

Less professional development was offered to teachers and staff due to the district's financial challenges. Administrators, teachers and parents were unable to attend conferences during the 2018-2019 school year. The district was unable to fully implement social emotional learning initiatives. Programs such as Playworks and The Leader in Me were unable to expand district wide.

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

Lennox

Contact Name and Title

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Chief Instructional Officer

Email and Phone

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2017-20 Plan Summary

The Story

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

The Lennox School District is located in a 1.3 square mile unincorporated area of Lennox, which is directly east of the Los Angeles International Airport. It serves approximately 5,000 students. Each elementary school offers a preschool program and the Lennox Enrichment After-School Program (LEAP). Our staff is hardworking, dedicated and passionate with a vested interest in providing the best education possible to our students.

The Lennox School District is a dynamic and visionary school district committed to providing inquiry and project based 21st century learning opportunities to all of our students. In the fall of 2018, Lennox School district received the tremendous honor of becoming a 21st Century Exemplar District.

We are very proud to be offering a strong variety of professionally-led career pathway programs. Our School of Engineering program continues to be offered at Buford, Felton and Lennox Middle School. Full-time engineers work collaboratively with teachers to create engineering design lessons that meet Next Generation Science Standards. We also have a business program at Lennox Middle School for students to learn the foundations of entrepreneurship. Our Dual Language program helps our students develop bilingualism and biliteracy in Spanish and English while fostering an appreciation and understanding of other cultures. All of our schools have met AVID's implementation expectations and are AVID Certified.

To ensure that all students are provided with the appropriate tools for academic and life-long success Lennox School District has begun implementing a Multi-Tiered System of Supports (MTSS). Additionally counselors are provided to each school to support the social and emotional needs of our students.

Lennox is a proud District and community with students on the flight path to success.

LCAP Highlights

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

This year's LCAP is the third year of a three year plan. Many of the programs and services that have been a part of the LCAP for the past two years will continue. We will continue to provide counselors at each school to support the social and emotional needs of our students. Students continue to receive the most current instructional materials in order to prepare them for the rigorous state standards. Teachers will receive professional development and coaching support to address the instructional needs of diverse learners. The District will continue to implement a plan for students with disabilities to be successfully be included in general education to the maximum extent possible. The District will implement a multi-tiered system of support for the academic, behavioral and social/emotional needs of students. The district continues values collaboration among teachers and supports an elementary PE program allows teachers to collaborate weekly. The district continues to support a variety of student programs such as AVID, School of Engineering and Dual Language. These programs are offered throughout the District.

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

Based on the CA dashboard and CAASPP results Lennox School District is proud of the following:

- Performing in the green band on suspension rate. Four elementary schools are performing in the blue band on suspensions and our other schools are in the green band.
- In ELA and math our middle school moved from the orange performance band to the yellow performance
- Moffett Elementary received green in all dashboard indicators. Moffett moved from the orange performance band in ELA and Math to the green performance band.
- Our elementary schools continue to make steady progress every year. In ELA our elementary schools have gone from 23% of students meeting or exceeding standards in 2015 to 46% of students meeting or exceeding standards in 2019. In Math our elementary schools have grown from 23% of students meeting or exceeding standards in 2015 to 42% in 2018.

Additionally, our district's evolution to 21st century teaching and learning has been rewarding to see. This year our efforts were nationally recognized when our district was named a P21 Exemplar District. We earned this award from Battelle for Kids (BFK) and its network the Partnership for 21st Century Learning (P21) for outstanding practices in equipping learners with the necessary skills and knowledge for success in college, career and life. As part of celebrating our best practices Battelle for Kids has developed and showcased a case study brief for our district.

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

Based on the LCFF Rubrics, the District is performing in the orange band for chronic absenteeism for all students. In the academic indicators students with disabilities are performing in the orange range in English language arts and red in math. Also English learners and Hispanic students in math are performing in the orange performance band. The District will review SARB and SART procedures to ensure that they are responsive to the needs and being following. School site counselors will identify the students who are chronic absentees and will develop a plan to support these students in attending school regularly.

For students with disabilities performing in the red and orange in ELA and math, professional development will be provided on implementing Universal Design for Learning to address these students needs both in the learning center and in the general education classroom. Teachers will be provided with coaching support in implementing strategies that will support English learners with the language demands of mathematics.

Students at the middle school continue to not make adequate progress in math and ELA. Learning walks and lesson study will be implemented next year to support teachers in refining their practices to ensure students are learning and that when students are not learning immediate Tier 1 is provided.

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

There are no gaps in English language arts however there is a gap between students with disabilities and the "all" student group in math. The actions taken in the greatest need section will be the actions that will be implemented to address this gap. Additionally special education teachers will focus on essential standards at each grade level in order to provide adequate time and instructional intensity to these standards. Special education teachers will develop a greater understanding of their role in supporting students with disabilities in learning grade level math standards.

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.

No schools identified

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.

[Redacted area]

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

Goal 1: The District will foster an environment that builds capacity and encourages parent participation.

Goal 1: In the Lennox School District, parent involvement is highly valued and important. Within each goal of the LCAP there is an intention that parents will be involved, however this goal focuses specifically on responding to requests of parents to be deeply involved in the Lennox Schools.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 6. School climate
Local Priorities:

Annual Measurable Outcomes

Expected		Actual
Number of Parents who attend classes	2018-19 Target = 300 parents attend classes	Number of Parents who attended classes: 225 - not met
Number of Parents attending District Workshops	2018-19 Target = increase to 40 parents per school	Number of Parents Who Attended District Workshops: 201 (met)

Increase Parent Engagement using a Parent Satisfaction Survey

2018-19

Satisfied with opportunities or family involvement?

(Target - 87%)

Number of times parents visited the Parent Center

(Target - 76%)

How welcome to you feel at the parent center?

(Target = 85%)

Parent Satisfaction Survey:

Satisfied with opportunities for family involvement - 91 % (usually or always satisfied) (met)

Number of parents visited the Parent Center - 49% (not met)

How welcome do you feel at the parent center? - 82 %(welcomed or very welcomed) (not met)

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Continue to provide parent liaisons to coordinate parent centers at each school site.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Each school has a parent liaison assigned to the coordinate the activities in the Parent Center</p>	<p>\$184,230 - LCFF - 2000-2999 Classified Salaries \$90,950 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$195,263 - LCFF - 2000-2999 Classified Salaries \$105,964 - LCFF - 3000-3999 Employee Benefits</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide parent education classes throughout the year (i.e. English classes, technology classes and academic support)</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Parent education classes continued to provide a variety of parent education classes including ESL, Technology, GED</p>	<p>\$77,500 - LCFF - 5000-5999 Services and Other Operating Expenses \$10,000 - LCFF - 2000-2999 Classified Salaries \$14,200 - LCFF - 2000-2999 Classified Salaries</p>	<p>\$7,100 - LCFF - 5000-5999 Services and Other Operating Expenses \$5,672 - LCFF - 2000-2999 Classified Salaries \$204 - LCFF - 3000-3999 Employee Benefits \$500 - LCFF - 4000-4999 Books and Supplies \$41,280 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p>

and business.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide opportunities for parent leaders to attend a variety of conferences that will support their students (such as CAFE conferences, LMU Bilingual Conference, Safe Schools Conference)</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>A group of parents attended the Safe School Conference. Several parents attended the state CAFE conference that was held locally.</p>	<p>\$27,000 - LCFF - 5000-5999 Services and Other Operating Expenses \$10,000 - Federal Revenues - Title III - 5000-5999 Services and Other Operating Expenses</p>	<p>\$15,928 - LCFF - 5000-5999 Services and Other Operating Expenses \$0</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide parents with curriculum workshops provided Lennox Instructional Services staff in order to increase their</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Monthly parent workshops were held at the District Office on topics such as AVID strategies, developing a better</p>	<p>\$0 - LCFF</p>	<p>\$1,740 - LCFF - 5000-5999 Services and Other Operating Expenses - catering \$169 - LCFF - 4000-4999 Books and Supplies</p>

understanding of the expectations in ELA, ELD, technology, mathematics and AVID	understanding of state testing, standards based grading, technology and special education support.		
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Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide parents with training on how to provide social and emotional support to their children and creating a college growing culture</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Buford, LMS, Felton</p> <p>This year rather than this action being implemented in the district level, schools implemented it locally using federal funds allocated to the school sites</p>	<p>\$30,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$0</p>

Analysis

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

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

All of the actions in this goal have been implemented. In this goal actions include things such providing parent liaisons at each school, parent education classes offered both at the district through the Parent Centers and Parents participation in the District School Leadership Team. Parent involvement is a high priority for the district and the parent centers and parent Liaisons are used to coordinate services for parents during the school day and after school hours.

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

Based on the parent survey and reports from principals the Parent Liaisons and Parent Centers are highly effective. Parents continue to feel connected and attend workshops. This year we saw a reduction in attendance at some parent classes; this reduction may be due to the fact that these classes have been repeatedly offered by the colleges for no charge. Other classes are available however there is a fee for parents.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is a material difference for this goal. The District spent less LCFF funding on some of the actions as a result of some actions being funded through federal funds. Additionally one contract (action 5) for parent education in the area of supporting students socially/emotionally was not implemented.

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.

We will continue providing the Parent Centers and Parent Liaisons as well as workshops and classes. As a result of a new LCAP being developed next year we will provide more opportunities for parents to participate in providing input by having school based as well as district based meetings. These actions will be found in the 2019-20 LCAP Goal 1, Actions 4, 5, 6 and 7. These actions include; providing translation services, reviewing the operations of the Parent Center, transitioning parent communication to a digital format and providing opportunities for parents to participate in the District School Leadership Team

Goal 2

Goal 2: All Students in Lennox will be grade level competent in math at the end of each grade level.

Goal 2: This goal reflects the importance of students achieving grade level standards at each grade level in order to prepare all students for the rigorous high school math curriculum. It is important to have students prepared throughout their K-8 grades so that students have choices for academic pathways for high school and beyond.

State and/or Local Priorities Addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
SBAC math grades 3-8 including subgroups - percentage of students meeting or exceeding standards	2018-19 SBAC: Grades 3-5 - 40-45% (all) Grade 6-8 -36% (all) English learners - 24%% Students with Disabilities - 14% Low income - 44%	SBAC Assessment Results (2018) Grades 3-5 (all) - 42% met or exceeded standards (met target) Grades 6-8 (all)- 20% met or exceeded standards (target not met) English Learners (3-8) - 9% (target not met) Students with disabilities (3-8) - 9% (target not met) Low income (3-8) - 31% (target not met)
SWUN Math Trimester Benchmarks (percent meeting or exceeding standards)	2018-19 SWUN Math: K-5 (all students) - 75% K-5 English learners - 65% K-5 Students with Disabilities - 58%	SWUN Math Trimester 2 Benchmark Assessments (percentage of students meeting grade level standards) K-5 (all students) - 69% - not met K-5 (English learners) - 58 % - not met K-5 (students with disabilities) - 46 % - not met
Middle School Curriculum Embedded Assessment percent of students meeting or exceeding grade level standards	2018-19 Grades 6-8 (all students) - 24%	Middle School Curriculum Embedded Assessment (percent of students meeting standards)

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Continue to support the implementation of the core math program through a contract that provides materials, site licenses and publisher coaching support</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The District continues to implementing SWUN math as the core program for grades K-5.</p>	<p>\$230,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$100,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: K-5</p> <p>Provide coaching to all teachers including special education on implementation of math common core practices to better understand how these math practices should be scaffolded during instruction to</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: k-5</p> <p>This year coaching in mathematics occurred within the classroom. The Lesson Study model was implemented and teachers had opportunities to plan improved lessons while administrative</p>	<p>\$30,800 - LCFF - 1000-1999 Certificated Salaries \$4,200 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries \$0 - LCFF - 3000-3999 Employee Benefits</p>

support the learning needs of low income students, English learners and foster youth.	staff covered classrooms.		
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: 6-8</p> <p>Provide 1 FTE to support intervention in grades 6-8 to provide additional support for students in math to meet the needs of students not meeting grade level standards</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: LMS; Specific Grade Spans: 6-8</p> <p>The action has been implemented. A math intervention teacher was provided however funding for this position was used from Title 1 allocations. Students received supplemental services in math.</p>	<p>\$68,310 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) \$20,704 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$105,041 - Federal Revenues - Title I \$33,775 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Implement SBAC Interim assessments aligned to the instructional pacing and analyze data to determine strengths and</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>\$4,500 - LCFF - 1000-1999 Certificated Salaries \$500 - LCFF - 3000-3999 Employee Benefits \$140 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$15,185 - LCFF - 1000-1999 Certificated Salaries \$3,018 - LCFF - 3000-3999 Employee Benefits \$140 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

<p>areas of need to identify strategies for instruction</p>	<p>The work that was done this year focused on instructional strategies to address the low income students and English learners on specific standards that these students continue to demonstrate difficulty in mastering.</p>		
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Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Continue to provide 1 FTE District mathematics specialist to provide coaching support to teachers in implementing California Content Standards in math and to address the implementation of the mathematical practices. Providing teachers with strategies to support differentiation will also be a focus</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The District continued to provide a math specialist to support the implementation of mathematical practices and to differentiate instruction.</p>	<p>\$103,500 - LCFF - 1000-1999 Certificated Salaries \$32,100 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$103,783 - LCFF - 1000-1999 Certificated Salaries \$28,245 - LCFF - 3000-3999 Employee Benefits</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p>	<p>\$200,000 - LCFF - 4000-4999 Books and Supplies</p>	<p>\$214,103 - LCFF - 4000-4999 Books and Supplies</p>

Location: Specific Grade Spans: K-5	Location: Specific Grade Spans: K-5		
Provide consumable math materials for all students in grades K-5	The District continued to provide consumable math materials for all students in grades K-5		

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Develop common understandings among principals about mathematical practices so that the principals are able to monitor and provide feedback to teachers regarding the implementation of mathematical practices during instruction.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The Chief Instructional Officer has conducted walkthroughs and had data meetings with each principal to address challenges regarding student achievement in math and to develop a plan to provide improved support and feedback to teachers.</p>		

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	\$7,000 - LCFF - 1000-1999 Certificated Salaries	\$0

<p>Provide opportunities for 6th grade math teachers to articulate with 5th grade teachers specifically regarding expectations of math skills that must be mastered before middle school in order for 5th grade teachers to prioritize instruction to specifically ensure that adequate support is provided to low income students and English learners as they transition to the middle school .</p>	<p>This action was not implemented</p>		
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Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide professional development (using Carnegie Learning) and coaching support for math teachers at LMS and elementary teachers in using accommodations to support students who may be struggling readers and writers in the area of math.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Professional development with Carnegie Learning was provided for middle school teachers throughout the year. Coaching support was provided internally by the math TOSA.</p>	<p>\$0</p>	<p>\$33,500 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p>	<p>\$49,680 - LCFF - 1000-1999 Certificated Salaries</p>	<p>\$51,892 - LCFF - 1000-1999 Certificated Salaries</p>

<p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Lennox Middle School</p> <p>Provide a .5 FTE to coach math teachers in implementing mathematical practices in the classroom that meet the needs of the diverse learners at Lennox Middle School</p>	<p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: LMS</p> <p>A .5 FTE math coach was provided to LMS to support middle school teachers with support in implementing mathematical practices in the classrooms. The coach also spent time with the math department analyzing data and developing short term instructional plans</p>	<p>\$12,418 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$16,670 - LCFF - 3000-3999 Employee Benefits</p>
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Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: LMS</p> <p>Purchase and implement IXL Math Support program for students at the middle school to supplement the math core program</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: LMS</p> <p>IXL was purchased and implemented at the middle school to provide supplemental support for students in math.</p>	<p>\$13,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$17,900 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p>	<p>\$10,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$6,200 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

<p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>Provide training and implement a co-teaching/learning center model for students with disabilities so that these students may have a more comprehensive and targeted support to the California Core Standards</p>	<p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>The District provided support to co-teaching teams by providing individual schools with feedback based on walkthroughs and meetings with teachers throughout the year.</p>		
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Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: All elementary schools</p> <p>Provide coaching and professional development for all elementary teachers in implementing instructional strategies that will increase student performance in math.</p>		<p>\$100,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Analysis

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

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

Most of the actions in this goal were implemented although some of the actions were modified due to fiscal restraints. Many of these actions were continuation of actions in previous LCAPs and therefore the work is on-going. The District provided a Teacher on Special Assignment who provided coaching and curriculum support, professional development for all teachers through SWUN and Carnegie, a part time TOSA was provide to support math teachers at Lennox Middle School and digitally based math supplemental program was purchased.

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

Math achievement continues to be challenging however we are making steady growth at elementary grade levels. At the elementary level in grades 3-5 on the SBAC our students have grown from 23% meeting or exceeding standards in 2015 to 42% meeting or exceeding in 2018. Based on local assessments all elementary grade levels are moving closer to the high targets that have been established. At the middle school growth is not significant. Teacher collaboration at the middle has improved as a result of coaching and data analysis that is led by the TOSAs, both district and school level. A variety of supplemental materials have been purchased to support the core adoption which teachers have found to not be adequate to address students' needs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2.9 - Funding for PD was added after state test scores were released to address middle school math test results. It was determined that teachers needed additional coaching on math strategies for English learners and low income students.

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 district's students with disabilities are performing at the red level in math. English learners and Hispanic students are in orange performance level. At the elementary level since we continue to make progress all of the actions will continue. However at the middle school level additional oversight for implementation of standards aligned math lessons needs to occur. A walkthrough monitoring tool will be developed and system for walkthroughs that provide data to support continuous improvement will be established and additional professional development will be provided for middle school staff. These actions will be reflected in goal 2, Actions 7 and 9 of the 2019-20. The district will also provide consumable math materials for all students in grades K-5 to support the web based core math program. This action will be Action 9 in goal 2.

Goal 3

Goal 3: All Students in Lennox School District will be reading at grade level by the end of 3rd grade.

Goal 3: Common core state standards require that students master reading foundational skills by the end of grade 3. These skills are critically important for students to be able to be successful with the reading demands in grades 4-12 in all subject areas.

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

Expected		Actual
SBAC 3rd grade ELA percent meeting or exceeding standards	2018-19 SBAC 3rd Grade All students - 47% English learners - 42% Students with Disabilities - 15%	SBAC 3rd Grade: All students - 48% met or exceeded standards (target met) English learners - 11% - not met Students with disabilities - 19% - met
Wonders Reading Assessment (percent of students meeting grade level standards)	2018-19 Wonders Grades k-1 (all students)- 82% Grade 2 (all students) - 72% Grade 3 (all students)- 25%	Wonders Grades K-1 (all students) - 82 % - met Grade 2 (all students) - 59 % - not met Grade 3 (all students) -20 % - not met
STAR Reading (universal screener and progress monitoring) - percent of students at or above benchmark	2018-19 Star Reading Grade 3 - 55%	STAR Reading Universal Screening and Progress Monitoring - Grade 3 - 59 % - met
Star Early Literacy	2018-19 Star Early Literacy K-2- 70% At or above benchmark	STAR Early Literacy K-2 - 73% at or above benchmark - met

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: K-3</p> <p>Provide a primary intervention teacher to support Tier 3 Intervention to target the needs of students in order to reach the goal of all students reading by the end of grade 3 at grade level</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: k-3</p> <p>Each school was provided with a primary reading intervention teacher to support students in Tier 3 with a goal to have all students reading by 3rd grade.</p>	<p>\$465,750 - Federal Revenues - Title I - 1000-1999 Certificated Salaries \$133,750 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p>	<p>\$479,767 - Federal Revenues - Title I - 1000-1999 Certificated Salaries \$149,545 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools, Specific Grade Spans: K-3</p> <p>Provide professional development on foundational skills and writing using 21st century instructional strategies</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools, Specific Grade Spans: K-3</p>	<p>\$36,000 - LCFF - 1000-1999 Certificated Salaries \$4,000 - LCFF - 3000-3999 Employee Benefits \$1,536 - LCFF - 4000-4999 Books and Supplies</p>	<p>\$78,139 - LCFF - 1000-1999 Certificated Salaries \$15,532 - LCFF - 3000-3999 Employee Benefits \$1,536 - LCFF - 4000-4999 Books and Supplies \$2,543 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

to further engage students	A professional development day was provided during the summer to deliver professional development to teachers on reading foundations and writing using 21st Century instructional strategies.		
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide Tier 3 intervention programs to be used by the intervention teachers to address the reading needs of the most at-risk students</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools, Specific Schools: elementary schools</p> <p>Lexia was purchased to be used by the reading intervention teachers. The expense for this program was charged to Title 1</p>	<p>\$42,500 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$58,000 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>A district committee will be established to</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>A plan was developed and implemented to</p>	<p>\$1,000 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$3,299 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$13,796 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$2,742 - LCFF - 3000-3999 Employee Benefits</p>

analyze ELPAC data and identify domain areas that are creating barriers for English learners to make progress and identify specific strategies that teachers will implement during small group instructional time to address the barriers

support teachers through professional development to develop a better understanding of the ELPAC and to provide strategies that could be used during instruction to support students.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Continue to design and develop the scope and sequence of the English language arts program including the program's assessments that address the grade level standards and the learning needs of students.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The focus of the work completed was on the development of a parent guide to standards based learning. This guide provided parents with information related to the key standards that are taught each trimester.</p>	<p>\$10,000 - LCFF - 1000-1999 Certificated Salaries \$2,000 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$5,772 - LCFF - 1000-1999 Certificated Salaries \$1,148 - LCFF - 3000-3999 Employee Benefits</p>

Analysis

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

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

All of the actions in this goal have been implemented. This year the actions included: professional development that focused on strengthening first instruction and insuring that foundational skills were being addressed especially during differentiated instructional time; transitioning to the ELPAC has occurred and staff has been provided with professional development on strategies to support English learners in all domains. Primary reading intervention teachers have been established at each school.

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

Third graders on the SBAC have shown steady growth over the past several years with this year demonstrating growth from 17% to 48% of students meeting or exceeding grade level standards. It is difficult to identify specifically if a group is performing in the red or orange performance levels. However district wide students with disabilities are performing in the orange range. Local measures also demonstrate growth for students in K-2 in early literacy however Wonders Reading Assessment for grades 2 and 3 continue to not show the desired growth. In general the actions in this goal have been effective in helping the district continue to see gains in ELA in the primary grades.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is a material difference in this goal. Additional LCFF and Title 1 funds were expended in Action 2 for additional funding for certificated personnel attending professional development, an increase in Action 3 for certificated salaries for reading intervention (Title 1) and an increase in Action 4 for certificated salaries for teachers attending ELPAC committee work.

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.

This goal is specific to students in grades K-3. The district will design a coaching and professional development plan that supports diverse learners. This action is in goal 3 action 4 of the 19-20 LCAP. The district will develop guidelines for the role of special education teachers both in the learning center and in the general education classroom with regards to reading instruction. Otherwise all of the actions will continue with some minor modifications.

Goal 4

Goal 4: All students in Lennox School District will be prepared for college and career ready courses at the high school level

Goal 4: As a K-8 school district it is important that the district maintain it's focus on not only getting students ready for high school but ensuring that these critical years of education lead students to have as many choices as possible for high school and beyond.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 7. Course access; 8. Other pupil outcomes

Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Reclassification rate	2018-19 26%	Reclassification Rate - 19 % (not met)
Middle School Dropout rate	2018-19 0.4%	Middle School Dropout Rate - .04 % (based on CalPads data, dataquest not current)
Annual Progress of EL students toward English proficiency	2018-19 Define baseline for annual progress learning English using ELPAC.	Level 4 - 36.2% Level 3 - 37.6% Level 2 - 17% Level 1 - 9%

<p>Star Renaissance for reclassification</p>	<p>2018-19 Grade 3 - 29% of students 319 or higher</p> <p>Grade 4 - 26 % of students 415 or higher</p> <p>Grade 5 - 27% of students 514 or higher</p>	<p>Star Renaissance Achievement Targets (for reclassification purposes)</p> <p>Grade 3 - 70 % of students 319 or higher (met)</p> <p>Grade 4 - 68% of students 415 or higher (met)</p> <p>Grade 5 - 54% % of students 514 or higher (met)</p>
<p>Scholastic Reading Inventory for reclassification</p>	<p>2018-19 Grade 6 - 24% of students 830 or higher</p> <p>Grade 7 - 21% of students 870 or higher</p> <p>Grade 8 - 22 % of students 890 or higher</p>	<p>Scholastic Reading Inventory for Reclassification:</p> <p>Grade 6 - 44% of students 830 or higher (met)</p> <p>Grade 7 - 45 % of students 870 or higher (met)</p> <p>Grade 8 - 49 %of students 890 or higher (met)</p>
<p>CAASPP ELA percent of students meeting and exceeding grade level standards</p>	<p>2018-19 Grades 4-5 - 41%</p> <p>Grades 6-8 - 33%</p> <p>Grades 3-8 EL - 21%</p> <p>Grades 3-8 SWD - 10%</p>	<p>CAASPP ELA: (2018) - met or exceeded standards</p> <p>Grades 4-5 - 45% (target met)</p> <p>Grades 6-8 - 27% (target not met)</p> <p>Grades 3-8 English learners - 13% (target not met)</p> <p>Grades 3-8 Students with disabilities -- 15% (target met)</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide an assessment specialist to coordinate assessments and analyze data.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>This action was re-evaluated and is now reflected in Goal 4 Action 35</p>	<p>\$98,325 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$22,470 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$0 - LCFF - 3000-3999 Employee Benefits</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Continue AVID at middle school by providing training to content teachers and fully implement AVID at the elementary level so that students in grades K-8 will have access to AVID strategies that will allow access to multiple pathways</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>AVID is being implemented at all of our schools this year. All elementary schools have been AVID certified. Teachers are implementing AVID strategies such as organizational binders, 2/3 column notes and Socratic Seminar.</p>	<p>\$36,554 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$35,000 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$3,000 - LCFF - 3000-3999 Employee Benefits</p> <p>\$20,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$22,759 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$0 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$0 - LCFF - 3000-3999 Employee Benefits</p> <p>\$22,759 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$2,985 - LCFF - 4000-4999 Books and Supplies</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide training to all teachers on science and engineering practices and cross cutting concepts in preparation for full implementation of the new science adoption.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools, Specific Schools: Felton, Buford and LMS</p> <p>This year it was determined that in place of additional training teachers would be provided with opportunities to collaborate and design NGSS aligned lessons that support low income students understanding of how science is connected to other areas of the curriculum. Teachers the Schools of Engineering who receive stipends participated in this collaboration. The stipends are reflected in another action.</p> <p>The District Ed. Tech specialist provided coaching for the staff in the us of NearPod.</p>	<p>\$25,000 - LCFF - 5000-5999 Services and Other Operating Expenses \$15,000 - LCFF - 1000-1999 Certificated Salaries \$1,000 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$543 - LCFF - 5000-5999 Services and Other Operating Expenses \$2,815 - LCFF - 1000-1999 Certificated Salaries \$560 - LCFF - 3000-3999 Employee Benefits</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p>	<p>\$125,000 - LCFF - 4000-4999 Books and Supplies \$20,000 - LCFF - 1000-1999 Certificated Salaries</p>	<p>\$150,493 - LCFF - 4000-4999 Books and Supplies \$46,776 - LCFF - 1000-1999 Certificated Salaries</p>

<p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide support to schools for the following efforts that align to the LCAP: before/after school academic support (teacher extra duty), software and applications, technology for student access, supplemental instructional materials . School plans will be reviewed by the superintendent or designee to ensure that the school plans are aligned with the LCAP goals and actions</p>	<p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>All schools received an allocation to support school-wide actions that aligned to LCAP goals. These included action such as increasing technology, the purchase of supplemental instructional materials and before and after school math intervention. Some schools contracted with Moby Max (ELA and Math) and IXL Learning (math) to identify and address learning gaps. The funds were identified in the school plans and these plans were reviewed by district staff and approved by the Board.</p>	<p>\$5,000 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$8,483 - LCFF - 3000-3999 Employee Benefits \$46,534 - LCFF - 5000-5999 Services and Other Operating Expenses</p>
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Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide 2 English learner specialists district wide to provide teachers with training and coaching in implementing the new ELD standards and supporting English learners in accessing the core</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The District has 1.5 English learner specialists. They have provided coaching for all teachers and provided training to new teachers in understanding and implementing the ELD standards and curriculum. They have analyzed the ELPAC results and provided staff with information on how to better prepare students for the ELPAC. They work with students and support systems to ensure</p>	<p>\$86,093 - Federal Revenues - Title III - 1000-1999 Certificated Salaries \$17,000 - Federal Revenues - Title III - 3000-3999 Employee Benefits \$129,591 - LCFF - 1000-1999 Certificated Salaries \$25,918 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$74,044 - Federal Revenues - Title III - 1000-1999 Certificated Salaries \$23,705 - Federal Revenues - Title III - 3000-3999 Employee Benefits \$83,779 - LCFF - 1000-1999 Certificated Salaries \$26,942 - LCFF - 3000-3999 Employee Benefits</p>

reclassification occurs in a timely manner.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: K-5</p> <p>Develop and implement a collaboration model at the elementary schools using 4 PE teacher teams in order for classroom teachers to collaboratively plan, analyze data and determine best practices for students achieving the rigorous standards</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: K-5</p> <p>Three PE teacher teams including teachers and instructional aides provided PE for all students in order to provide time for teachers to collaborate in grade level teams. The purpose of this collaboration was to continue to analyze student needs and determine the most appropriate strategies and instructional materials to use.</p>	<p>\$362,250 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$256,800 - LCFF - 3000-3999 Employee Benefits</p> <p>\$155,250 - LCFF - 2000-2999 Classified Salaries</p> <p>\$5,000 - LCFF - 4000-4999 Books and Supplies</p>	<p>\$307,021 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$248,787 - LCFF - 3000-3999 Employee Benefits</p> <p>\$250,321 - LCFF - 2000-2999 Classified Salaries</p> <p>\$3,158 - LCFF - 4000-4999 Books and Supplies</p> <p>\$1,010 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>An instructional technology specialist will</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>An Instructional technology specialist</p>	<p>\$93,150 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$19,260 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$102,107 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$21,809 - LCFF - 3000-3999 Employee Benefits</p>

provide direct classroom support to teachers in order to support the implementation of technology with students who do not have access to technology on a regular basis. The technology specialist will provide strategies for maximizing the time that students use devices.

provided coaching on how to implement technology and 21st Century skills within the instructional day. This specialist coordinated the district's efforts to ensure all students received the lessons on digital citizenship and provide staff with an awareness of digital and technology related programs such as coding.

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide extended learning opportunities for English learners during the summer to increase the number of English learners who are reclassified</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>A journalism program was provided this summer to select ed English learners. This program addressed all of the domains and focused on supporting English learners' reclassification. A culminating project was completed at the end of the summer.</p> <p>Additionally a newcomer program was provided during the summer to provide explicit English language development.</p>	<p>\$36,000 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$2,000 - LCFF - 3000-3999 Employee Benefits</p> <p>\$15,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$26,000 - Federal Revenues - Title III - 1000-1999 Certificated Salaries</p>	<p>\$37,740 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$7,463 - LCFF - 3000-3999 Employee Benefits</p> <p>\$6,725 - LCFF - 5000-5999 Services and Other Operating Expenses - LMU CRL</p> <p>\$0 - Federal Revenues - Title III - 1000-1999 Certificated Salaries</p>

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as</p>	<p>For Actions/Services included as</p>	<p>\$171,810 - LCFF -</p>	<p>\$246,845 - LCFF -</p>

<p>contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Teacher assistants will be provided to facilitate English learners with very limited English with support in meeting grade level standards</p>	<p>contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Teacher assistants have provided at schools to support students with limited English fluency to allow them to have greater access to the grade level standards.</p>	<p>2000-2999 Classified Salaries \$17,120 - LCFF - 3000-3999 Employee Benefits</p>	<p>2000-2999 Classified Salaries \$89,986 - LCFF - 3000-3999 Employee Benefits</p>
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Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide each elementary school with (1) categorical project assistant and LMS with (3) categorical project assistants to support supplemental intervention programs, data gathering, reclassification process and parent outreach.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Elementary schools were provided with 5.5 FTE categorical project assistants and the middle was provided with 3 positions. These assistants provided supported to the staff in reclassification, supporting intervention efforts and gather data to monitor student progress.</p>	<p>\$393,300 - LCFF - 2000-2999 Classified Salaries \$175,480 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$388,560 - LCFF - 2000-2999 Classified Salaries \$173,236 - LCFF - 3000-3999 Employee Benefits</p>

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Continue to purchase and replace technology devices to ensure student access with a goal of providing low income students with a one to one devices due to the lack of technology available to these students at home and in the community</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The District purchased some accessories to hardware to support leased technology. Rather than purchasing technology the district opted to lease therefore expenses are reflected in services and operating expenses. Also a technology aide has been provided to each of the school sites to ensure that low income students and English learners had access on a regular basis to technology for instructional purposes.</p>	<p>\$210,000 - LCFF - 4000-4999 Books and Supplies \$124,796 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$148 - LCFF - 4000-4999 Books and Supplies \$124,796 - LCFF - 5000-5999 Services and Other Operating Expenses \$92,032 - LCFF - 2000-2999 Classified Salaries \$75,274 - LCFF - 3000-3999 Employee Benefits</p>
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Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>Provide professional development to special education teachers on how to provide the greatest access to general education for all students with disabilities through instruction and placement options.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>The District provided a consultant who supported though coaching both district and school staff the implementation of learning centers and co-teaching. The consultant also provided teachers with training during early release days. Additionally time was spent with</p>	<p>\$15,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$15,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

administrators in developing schedules and implement school level plans for special ed, students.

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: Lennox Middle School, Buford, Felton</p> <p>Continue to implement engineering pathways for low income students in grades 4-8 including the maker spaces at 3 sites, project based learning and integration of Next Generation Science Standards will be included.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: LMS, Buford and Felton</p> <p>The District continues to implement an engineering pathway for students in grades 4-8. In order to provide a rigorous pathway engineers have been hired to support the instructional process. Makers Space have been implemented at these three campuses as well. In the Makers Space students are coding, working with robotics and implementing the engineer design process.</p>	<p>\$40,000 - LCFF - 4000-4999 Books and Supplies \$144,900 - LCFF - 1000-1999 Certificated Salaries \$341,550 - LCFF - 2000-2999 Classified Salaries \$30,000 - LCFF - 5000-5999 Services and Other Operating Expenses \$10,000 - LCFF - 6000-6999 Capital Outlay \$186,900 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$19,323 - LCFF - 4000-4999 Books and Supplies \$150,470 - LCFF - 1000-1999 Certificated Salaries \$334,900 - LCFF - 2000-2999 Classified Salaries \$901 - LCFF - 5000-5999 Services and Other Operating Expenses \$0 - LCFF - 6000-6999 Capital Outlay \$157,677 - LCFF - 3000-3999 Employee Benefits</p>

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p>	<p>\$104,535 - LCFF - 1000-1999 Certificated Salaries \$21,400 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$103,986 - LCFF - 1000-1999 Certificated Salaries \$33,539 - LCFF - 3000-3999 Employee Benefits</p>

<p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide a K-8 English language arts specialist to provide coaching support to teachers in differentiating instruction of th California ELA Content Standards to meet the needs of low income students and English learners</p>	<p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The District has one English language arts specialist. This year his focus was on implementing MTSS. In addition he has spent time working with teachers and administrators in calibrating expectations for the mastery of grade level standards in English language arts. He also provided support to teachers in the effective use of the instructional programs to address the learning needs of all students.</p>		
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Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Purchase an on-line subscription for reading that will provide differentiated levels of reading in both fiction and non-fiction that will supplement the core.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The district purchased a on-line supplemental reading subscription to RazKids A-Z to provide materials both fiction and non-fiction for students at differentiated reading levels.</p>	<p>\$32,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$34,562 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p>

Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as</p>	<p>For Actions/Services included as</p>	<p>\$30,000 - LCFF -</p>	<p>\$48,815 - Federal</p>

<p>contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Continue to purchase a universal screening assessment that will provide data in reading that are aligned to the California State Standards that will also provide progress monitoring to ensure that instruction can be differentiated and intervention can be targeted low income students, Foster youth and English learners</p>	<p>contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>As the district has implemented MTSS the use of the universal screener and progress monitor tool is critical in identifying students at -risk in ELA. The data from this assessment is used to place students in the appropriate level of support.</p>	<p>5000-5999 Services and Other Operating Expenses</p>	<p>Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p>
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Action 17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Continue to implement extended learning opportunities in Mandarin for all K-2 grade students attending the after school program and all kindergarten and small cohort of first grade students at Felton to create a college and career readiness culture</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>This year, based an evaluation of the impact of the program the district reduced the Mandarin Program. This year's focus has been on kindergarten for a half year and providing the program as an extension for students in grades k-2 through our after school program.</p>	<p>\$140,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$50,280 - LCFF - 5000-5999 Services and Other Operating Expenses \$19,469 - LCFF - 4000-4999 Books and Supplies</p>

Action 18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: Moffett, Buford</p> <p>Dual Immersion staff will continue to plan instructional strategies to address the core in both languages. Teachers will attend professional development on best practices for implementing a dual language programs</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: Moffett, Buford,LMS</p> <p>LMU provided services to the district by consulting with district and school staff in supporting the implementation of the dual language programs.</p>	<p>\$10,000 - Federal Revenues - Title III - 1000-1999 Certificated Salaries</p> <p>\$2,000 - Federal Revenues - Title III - 3000-3999 Employee Benefits</p> <p>\$25,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$14,500 - LCFF - 5000-5999 Services and Other Operating Expenses - LMU Dual</p> <p>\$800 - LCFF - 4000-4999 Books and Supplies</p>

Action 19

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Implement a summer program for targeted EL students not making adequate progress toward reclassification and Newcomers for summer 2018</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>This is a repeated action and the update can be found in goal 4 action 8.</p>	<p>\$40,000 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$4,000 - LCFF - 3000-3999 Employee Benefits</p> <p>\$26,000 - Federal Revenues - Title III - 1000-1999 Certificated Salaries</p> <p>\$2,000 - Federal Revenues - Title III - 3000-3999 Employee Benefits</p> <p>\$7,000 - Federal Revenues - Title III - 4000-4999 Books and Supplies</p>	<p>\$0</p> <p>\$0</p> <p>\$0</p>

\$8,000 - LCFF - 4000-4999
Books and Supplies

Action 20

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>Provide opportunities for teachers providing co-teaching instruction and/or push in instruction to collaborate and receive additional training</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>Teachers received some training this year however this was done during the early release days.</p>	<p>\$14,000 - LCFF - 1000-1999 Certificated Salaries \$2,800 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries \$0 - LCFF - 3000-3999 Employee Benefits</p>

Action 21

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Continue to provide lower class sizes in order to provide a conducive learning environment for the diverse learners in the district; providing lower class sizes will support differentiated instruction, small</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The District continued to provide lower class sizes at all grade levels to support differentiation of instruction and small group instruction.</p>	<p>\$8,182,581 - LCFF - 1000-1999 Certificated Salaries \$2,130,397 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$2,569,174 - LCFF - 1000-1999 Certificated Salaries \$806,328 - LCFF - 3000-3999 Employee Benefits</p>

group instruction and scaffolded support to specifically address the needs of low income students, foster youth and English learners			
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Action 22

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide appropriate classroom technology for all teachers so that new curriculum adoptions with technology components and computer based testing can be provided.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The District purchased replacement technology as needed.</p>	<p>\$90,000 - LCFF - 4000-4999 Books and Supplies</p>	<p>\$0 - Other State Revenues - 4000-4999 Books and Supplies</p>

Action 23

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The District will provide a .5 FTE specialist to coordinate Special Projects such as the</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>A .5 FTE specialist coordinated special projects such as GATE and Project</p>	<p>\$52,785 - LCFF - 1000-1999 Certificated Salaries \$16,050 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$52,046 - LCFF - 1000-1999 Certificated Salaries \$16,782 - LCFF - 3000-3999 Employee Benefits</p>

GATE Program, Project Stellar and Parent Education Classes. In this roll the coordinator will work to provide typically underserved students(low income and English learners) with opportunities to participate in programs.

Stellar. In addition he coordinated Parent Education Classes. This specialist worked with staff to identify underserved students who would be appropriately placed in this program.

Action 24

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide teachers and administrators with professional development on universal design for learning that will assist them in planning instruction, curriculum and assessment for all learners within their classrooms; additionally professional development will be provided to principals on establishing systems for implementing differentiated instruction at their schools</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>A consultant has provided on-going support and training for administrators and teacher leadership team in implementing Universal Design for Learning principles. In addition two schools participate in LACOE UDLA pilot and are provided support through that project.</p>	<p>\$20,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$20,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 25

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p>	<p>\$120,000 - LCFF - 5000-5999 Services and Other Operating Expenses \$20,000 - LCFF -</p>	<p>\$100,000 - LCFF - 5000-5999 Services and Other Operating Expenses \$2,196 - LCFF - 4000-4999</p>

<p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: Jefferson, Huerta, Moffett</p> <p>Expand the dentistry program to include 5th and 6th grade students.</p>	<p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: Jefferson, Huerta, Moffett</p> <p>The Dentistry program has expanded to 5th grade.</p>	<p>4000-4999 Books and Supplies</p>	<p>Books and Supplies \$25,984 - LCFF - 2000-2999 Classified Salaries \$16,273 - LCFF - 3000-3999 Employee Benefits</p>
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Action 26

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Moffett</p> <p>Provide support to Moffett Elementary in order for the staff to fully participate in Covey's Leader in Me Project that will help to develop student leadership</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools:</p> <p>The Leader in Me program is being fully implemented at Moffett Elementary. This program is seen by the staff as a major cause continued successes.</p>	<p>\$40,000 - LCFF - 1000-1999 Certificated Salaries \$8,000 - LCFF - 3000-3999 Employee Benefits \$7,500 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$0 \$0 \$0 - LCFF - 5000-5999 Services and Other Operating Expenses \$1,135 - LCFF - 4000-4999 Books and Supplies</p>

Action 27

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p>	<p>\$17,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$48,815 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses</p>

<p>Location: Specific Grade Spans: K-5</p> <p>Purchase Accelerated Reader to provide an incentive for reading for students as well as increasing stamina and perseverance</p>	<p>Location: Specific Grade Spans: k-5</p> <p>Accelerated Reader was implemented throughout the district to provide additional opportunities for students to read and be held accountable for reading at their level.</p>		
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Action 28

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide new teacher training on providing high quality instruction to all students in Lennox; training will include use of District student information systems, technology, overview of the instructional programs, classroom discipline and student engagement. Additionally expectations for parent communication, student expectations and professional conduct.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>This year new teachers were each provided with a district mentor who provided them with support in classroom management, engaging students and understanding district procedures and programs.</p>		

Action 29

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p>	<p>\$49,680 - LCFF - 1000-1999 Certificated Salaries \$10,272 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$51,892 - LCFF - 1000-1999 Certificated Salaries \$16,670 - LCFF - 3000-3999 Employee Benefits</p>

<p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Lennox Middle School</p> <p>Provide a .5 FTE teacher on special assignment who will analyze data, share with staff and support staff in the development of instructional strategies to meet the needs of students in ELA at Lennox Middle School</p>	<p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: LMS</p> <p>A .5 FTE teacher on special assignment was provided to LMS to support the implementation of best practices in ELA. Additionally she provided staff with analysis of data and recommendations for appropriate instructional strategies.</p>		
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Action 30

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide instructional assistants to support struggling learners in accessing core content areas such as science and social studies in order to provide small group instruction and other targeted supports</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Instructional assistants have been provided where needed to support students who are struggling to access core content areas such as science and social studies.</p>	<p>\$41,400 - LCFF - 2000-2999 Classified Salaries \$10,700 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$17,448 - LCFF - 2000-2999 Classified Salaries \$4,813 - LCFF - 3000-3999 Employee Benefits</p>

Action 31

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p>	<p>\$10,000 - LCFF - 1000-1999 Certificated Salaries</p>	<p>\$16,005 - Other Local Revenues - 1000-1999 Certificated Salaries</p>

<p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Jefferson and Huerta</p> <p>Leadership teams from Jefferson and Huerta will participate in a LACOE UDL leadership pilot program to develop a school-wide implementation plan for Universal Design for Learning that when fully implemented will provide support to low income students, English learners and foster youth in more successfully achieving the California Content Standards</p>	<p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools:</p> <p>Leadership teams from two school participated in the UDLA pilot through LACOE. To support these teams they were provided with professional development and collaboration/planning time to implement UDL and to plan on scaling up UDL throughout their school. Funds for this action were provided through the District MTSS Grant.</p>	<p>\$1,000 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$9,112 - Other Local Revenues - 3000-3999 Employee Benefits</p> <p>\$1,506 - LCFF - 5000-5999 Services and Other Operating Expenses</p>
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Action 32

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: Lennox Middle School</p> <p>Implement a Business Program to provide an additional pathway for middle school students to experience</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: LMS</p> <p>The Business Program was implemented at the middle school as part of the elective offerings. A contract with NIFTE was implemented to allow students to develop an understanding of business practices and created a business plan.</p>	<p>\$85,150 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$10,000 - LCFF - 4000-4999 Books and Supplies</p>	<p>\$5,179 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$21,892 - LCFF - 4000-4999 Books and Supplies</p>

Action 33

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: Specific Schools: Lenox Middle School</p> <p>Plan and implement a revised master schedule at Lennox Middle School in order to provide increased block of time for student learning</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: Specific Schools: LMS</p> <p>A new master schedule was developed and implemented this year to increase the amount learning students had in all core content areas. The school is evaluating the schedule to determine if this is the best way to provide equitable support for all students.</p>		

Action 34

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide coaching on ELD standards implementation with a focus on connecting and aligning learning and language objectives</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>During the summer teachers under the leadership of Instructional Services were provided with professional development on ELA standards with focus on how to integrate ELD within the ELA standards.</p>	<p>\$7,000 - LCFF - 1000-1999 Certificated Salaries \$20,000 - Federal Revenues - Title II - 1000-1999 Certificated Salaries \$2,000 - Federal Revenues - Title II - 3000-3999 Employee Benefits \$3,020 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$15,194 - LCFF - 1000-1999 Certificated Salaries \$171,438 - Federal Revenues - Title II - 1000-1999 Certificated Salaries \$33,957 - Federal Revenues - Title II - 3000-3999 Employee Benefits \$3,020 - LCFF - 3000-3999 Employee Benefits \$2,306 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 35

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>An assessment specialist was hired who provided data regarding English learners, low income students and foster youth and supported staff in analyzing this data in order to develop instructional plans to address these students needs.</p>		<p>\$51,054 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$16,492 - LCFF - 3000-3999 Employee Benefits</p>

Analysis

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

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

The District implemented the following actions in this goal: specialized programs such as engineering, dentistry, business Leader in Me and AVID. Support staff and teachers on special assignment provided support to our diverse learners. The District continued to focus on students achieving 21st Century skills. This goal includes support for technology throughout our district. Providing an elementary PE program has provided our students with additional instruction in PE as well as providing teachers with collaboration time. This goal includes actions that support the implementation of Multi-tiered Systems of Support including the inclusion of training teachers on designing lessons using Universal Design for Learning.

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

The actions in this goal have been effective in several areas. Students especially at the elementary level continue to demonstrate growth in ELA and math. All schools have been AVID certified. English learners continue to re-classify at a good rate and the district received national recognition for being a 21st Century leader among school districts in part due to the specialized programs that are offered.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is a significant material difference in this goal due to the following;

Action 2 - less funding expended for AVID professional development

Action 3 - less funding expended for teachers participating in NGSS training

Action 4 - increased funding to school to support LCAP goals at the school level (provided supplemental online math and ELA materials for EL and low income students)

Action 6 - less funding expended due to lower costs to operate the PE/collaborative program

Action 9 - increased funding to support salaries and benefits for instructional assistants

Action 11 - less funding expended; no technology purchased

Action 13 - less funding expended due to reduction in staff for the engineering program

Action 17 - less funding expended on the Mandarin program

Action 18 - less funding expended on the Dual Language program

Action 20 - no funding expended for co-teaching professional development

Action 21 - a significant reduction in salaries and benefits for class size reduction as a result of a correction made to previously reported budget and expenditures for this action

Action 22 - less funding expended; no technology purchased

Action 25 - less funding expended in the dentistry program in contract and books and supplies

Action 30 - less funding expended to support an instructional aide position

Action 32 - less funding expended for business program contract

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.

In ELA our students with disabilities are in the orange performance level. In math our English learners and Hispanic students perform in the orange range and students with disabilities are performing in the red. The district will continue to implement MTSS and UDL to support the diverse learners in the district. Co-teaching will continue to be supported and training will occur in order for more students with disabilities to have greater access to the core. Learning Centers are being implemented each of our schools to ensure that students with disabilities have the needed support to achieve the

standards. We will continue to work on deepening the implementation of each of the current actions. The following actions will be included in the 2019-2020 LCAP, Goal 4:

- The District will provide professional development to teachers in the area of writing (Action 24),
- Provide technology aides at each school to support the implementation of 21 Century skills (Action 25)
- Redesign how teachers on special assignment will be organized to provide support to teachers. (Action 26).
- Begin exploring science curriculum options. (Action 2)
- Library technicians to address the need for students to access the library (Action 27)
- Teachers at Lennox Middle School to have time during the school day to collaborate using data to plan instructional experiences to address diverse students with multiple learning needs. (Action 28)

Goal 5

Goal 5: Lennox School District will provide specialized programs beyond the core.

Goal 5: The District understands that in order for the diverse needs of Lennox students to be met, the District will continue to provide support in a variety of ways to ensure student success.

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement; 6. School climate
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Suspension Rate (LCFF Rubric)	2018-19 Suspension rate = 1% LCFF Rubric: District = green range (medium)	LCFF Rubric (2018) - District =green performance band (target met) Suspension Rate - 1.7% (not met)
Expulsion Rate	2018-19 target = under .5%	1 student was expelled in the 18-19 school year - target met
Attendance Rate	2018-19 Target = within 95-99% range	Attendance Rate - 97.7 % (as of March 29, 2019) - met
Chronic Absentee rate	2018-19 Target = 5%	Chronic Absentee Rate - 12.3 % - not met (includes Virtual Academy); although there are other Lennox schools that have chronic absentee challenges they are not at the same level as the Virtual Academy

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide full time counselors at each school site to provide academic, social and emotional supports for all students</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>There is a counselor at each elementary school and three counselors at the middle school. They provide academic social and emotional supports for students both individually and with groups of students. They also provide support for parents in helping their children be more successful in school. The expenditure for counselors for this particular action can found in Goal 5 Action 12</p>	<p>\$233,549 - LCFF - 1000-1999 Certificated Salaries \$28,368 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries \$0 - LCFF - 3000-3999 Employee Benefits</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p>	<p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$0 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Maintain the gardening program to continue to support an understanding of healthy eating among low income students	Most of the schools have a garden and these gardens are cared for by the students and the district and staff's grounds keepers and custodians.		
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide district staff to support the needs of foster youth, low income homeless and students with mental health needs to ensure "wrap around" services are provided</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service: Limited to Unduplicated Student Group(s)</p> <p>Location: All Schools</p> <p>A district director coordinates efforts to ensure that services are provided to students specifically foster youth, homeless students and low income students. The directors works with school counselors to ensure students have the needed supplies and clothing to be successful. He coordinates with community agencies to provide wrap around services for those students most in need.</p>	<p>\$113,850 - LCFF - 2000-2999 Classified Salaries</p> <p>\$19,260 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$38,005 - LCFF - 2000-2999 Classified Salaries</p> <p>\$12,892 - LCFF - 3000-3999 Employee Benefits</p> <p>\$570 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p>	<p>\$14,000 - LCFF - 1000-1999 Certificated Salaries</p>	<p>\$5,721 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

<p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Implement a District wide GATE program supporting under identified low income students that focuses on science, technology and art for identified students in grades 4-8 that may include field trips, additional materials extended instructional (spring and summer academies) and enrichment activities.</p>	<p>Students to be Served: Low Income</p> <p>Scope of Service:</p> <p>Location: All Schools</p> <p>The District has implemented a GATE and high achievers program specifically identifying underserved students. During the year the program that was provided after school included coding, art, and science. An extended instructional opportunity was provided for students during the summer.</p>	<p>\$1,800 - LCFF - 3000-3999 Employee Benefits</p> <p>\$15,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$3,000 - LCFF - 4000-4999 Books and Supplies</p>	<p>\$951 - LCFF - 4000-4999 Books and Supplies</p>
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Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: Lennox Middle School</p> <p>Provide two counseling assistants at the middle school to support the counseling program at Lennox Middle School in order to provide increased individualized and group counseling services to low income students.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: LMS, Buford, Moffett, Jefferson</p> <p>Four counseling assistants are provided for Lennox Middle school and larger elementary schools to support the counseling program. The assistants provide services to the counseling department that allows the counselors to spend more time with students.</p>	<p>\$39,330 - LCFF - 2000-2999 Classified Salaries</p> <p>\$1,605 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$51,617 - LCFF - 2000-2999 Classified Salaries</p> <p>\$1,857 - LCFF - 3000-3999 Employee Benefits</p>

Action 6

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide opportunities for low income students to be engaged in the visual and performing arts to increase their engagement the core academic program as well as increase attendance and support positive management.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service:</p> <p>Location:</p> <p>Visual and performing arts experiences were provided this year in Lennox through partnerships with organizations such as the LA Music Center. The District also participated in the Arts for All program. This year we pilot a new program for symphonic jazz with 1st grade students.</p>	<p>\$27,000 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$3,000 - LCFF - 3000-3999 Employee Benefits</p> <p>\$10,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$1,500 - LCFF - 4000-4999 Books and Supplies</p>	<p>\$5,705 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Provide opportunities for low income students grades 2-8 to visit colleges and universities to build a college going culture throughout the district</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Many students in grades 5-8 attended a college field trip this year to support the college going culture of the district.</p>	<p>\$45,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$26,650 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: 5th grade</p> <p>5th grade low income students will participate in Outdoor Education in order to provide an opportunity apply core standards in a "real life" setting; since the majority of the students are low income without district funding all students would not be able to have this experience.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Grade Spans: 5th grade</p> <p>All 5th graders had the opportunity to attend Outdoor Education. This experience provides students who otherwise would not be able to attend have the opportunity to apply science, math and ELA students in a "real world" setting.</p>	<p>\$42,000 - LCFF - 5000-5999 Services and Other Operating Expenses \$12,000 - LCFF - 2000-2999 Classified Salaries \$1,000 - LCFF - 3000-3999 Employee Benefits \$3,000 - LCFF - 4000-4999 Books and Supplies \$5,405 - LCFF - 1000-1999 Certificated Salaries</p>	<p>\$43,187 - LCFF - 5000-5999 Services and Other Operating Expenses \$12,425 - LCFF - 2000-2999 Classified Salaries \$4,536 - LCFF - 3000-3999 Employee Benefits \$3,156 - LCFF - 4000-4999 Books and Supplies \$5,405 - LCFF - 1000-1999 Certificated Salaries</p>
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Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Extended school day opportunities will be provided for low income students, foster youth and English learners after school in order to provide tutoring, homework support and enrichment opportunities for students in grades K-8.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Some extended school day activities were provide to students to provide enrichment opportunities. In addition to providing tutoring and homework support, the District contracted to provide enrichment activities such as Marshall arts, world languages and visual arts</p>	<p>\$90,000 - LCFF - 2000-2999 Classified Salaries \$10,000 - LCFF - 3000-3999 Employee Benefits \$50,000 - LCFF - 4000-4999 Books and Supplies</p>	<p>\$0 \$0 \$0 \$88,400 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: to be identified</p> <p>Implement at one school a pilot for MTSS that will include either a pathway for academic or behavior support to provide an improved structure and systems that will ensure that low income, foster youth and English learners have support both academically and social/emotionally.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The District implemented the SUMS grant by introducing the principles of MTSS to all staff and providing professional development on strengthening first instruction and providing awareness and strategies to support the social/emotional needs of students through professional development.</p>	<p>\$10,000 - LCFF - 1000-1999 Certificated Salaries \$2,000 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$21,705 - LCFF - 1000-1999 Certificated Salaries \$4,315 - LCFF - 3000-3999 Employee Benefits</p>

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Implement a 5th-6th grade transition plan that provides 5th graders with an awareness of academic and elective offerings, social opportunities, a campus tour and parent meetings.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Representatives of LMS have visited each elementary school to talk with the 5th grade students. Additionally all 5th grade students have had the opportunity to visit LMS in the winter and spring.</p>	<p>\$2,000 - LCFF - 5000-5999 Services and Other Operating Expenses \$1,000 - LCFF - 4000-4999 Books and Supplies</p>	<p>\$1,183 - LCFF - 5000-5999 Services and Other Operating Expenses \$0</p>

Parent meetings and tours were held to inform them of exploratory options for students, school safety and the high expectations for all students.

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Due to the high poverty and intense needs of the students and their families, counseling services are needed (group and individual as well as on-going work with families) at each school to address the social, emotional and academic needs of low income, foster youth and English learners to ensure that they are fully able to academically achieve as high as possible</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Counselors have been provided to each school to offer individual and group counseling support for students and their families. The focus has been on academic support however there is on-going need for some students to coordinate wrap around services,</p>	<p>\$449,943 - LCFF - 1000-1999 Certificated Salaries \$50,087 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$939,304 - LCFF - 1000-1999 Certificated Salaries \$262,944 - LCFF - 3000-3999 Employee Benefits</p>

Analysis

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

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

All of the actions in this goal were implemented. The following actions were implemented as part of Goal 5: counseling services at all schools, programs for gifted and talented, outdoor education for all 5th grade students, after school programs and activities the ACES grant, college field trips for all students students and administrative support for homeless and foster youth. We are at the beginning stages of implementing MTSS and UDL

and these will continue next year. The district continues to invest in multiple ways to support the highly diverse students in the district.

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

This year our full time counselors' time has been more directed to supporting students academically, behaviorally and with social and emotional needs. The suspension rate for the district is in the "green" and all schools are in the green or blue range indicating that every opportunity to keep students in school is being done. We continue to support a college going culture by providing our students with a variety of experiences.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is a material difference in this goal with an overall increase in expenditures. In Action 3, there is a decrease in classified salaries. Action 5 reflects an increase in classified salaries for counseling assistants. In Action 8 there is an increase to provide all fifth grade students with Outdoor Education. Action 10 reflects an increase in certificated salaries for teachers participating on the committee. Action 12 reflects an increase in counseling salaries.

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.

On the Dashboard the district is in the orange performance band in chronic absenteeism in large part due to the Virtual Academy. The African American and two or more race student groups are in the red. Socially economically disadvantaged students and Hispanic students are in the "orange" performance band in chronic absenteeism. Next year the district will not operate the Virtual Academy. Our SARB and SART procedures have been reviewed and will continue to be implemented with fidelity. Counselors will continue to work with individual students and families. There are no new actions being recommended for this goal in the 2019-20 LCAP.

Goal 6

Goal 6: The Lennox School District will provide a safe environment conducive to learning.

Goal 6: The Lennox School District is in a high density community. Concerns for safety and positive structures for students is very important to staff, students and parents.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 3. Parent involvement; 5. Pupil engagement; 6. School climate
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Student Survey - safety	2018-19 90% of elementary students indicate feel safe at school 75% of middle school students indicate they feel safe at school	80% of elementary students indicated that they feel safe at school 53% of middle school students indicated they feel safe at school
Facilities Inspection Report (FIT)	2018-19 FIT Report - good to exemplary	FIT Report - all areas good to exemplary ratings (target met)
LCFF Rubric - Suspension	2018-19 LCFF Rubric Suspension - green range (medium)	LCFF Rubric Suspension - green (target met)
Attendance rate	2018-19 Range between 95-99%	Attendance Rate: 96.5%
appropriately certificated teacher assigned to each classroom	2018-19 100% of teachers appropriately assigned and fully credentialed	100 % of teachers appropriately assigned and fully credentialed

all students will be provided standards aligned instructional materials

2018-19
100% of students receive standards aligned instructional materials

100% of students received standards aligned instructional materials - (target met)

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: Specific Schools: all elementary schools</p> <p>Maintain an assistant principal at each elementary school</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: Specific Schools: all elementary schools</p> <p>Each elementary school has an assistant principal.</p>	<p>\$576,733 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$158,967 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$592,891 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$176,340 - LCFF - 3000-3999 Employee Benefits</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Implement a mentoring program to support boys and girls at the middle school to help address the social and emotional needs of low income students.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>A mentoring program to support students at the middle school was implemented this year to support the social and emotional needs of students.</p>	<p>\$100,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$60,350 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide professional development for teachers regarding appropriate strategies for addressing violent and disruptive students.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Some staff received training through NCI to provide strategies for handling violent and aggressive students. The training was provided through the SELPA.</p>	<p>\$6,000 - LCFF - 1000-1999 Certificated Salaries \$2,000 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$0 \$0</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Continue to provide security services to ensure a safe environment for learning (staff and/or contracted services)</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The District provided security for all school sites with staff and contracted services</p>	<p>\$360,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$300,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Continue ongoing partnership and services with Los Angeles County Sheriff's Department and/or School Resource Officer.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The District has a contract with the LA Sheriff who provided additional patrol especially before and after school. The contract provided additional time for the sheriff to work closely with the middle school. Having this contract provides an additional layer of safety to and from school for all students</p>	<p>\$300,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$150,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>
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Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Conduct a needs assessment and purchase emergency supplies for each classroom in order for schools to be prepared in the event of an emergency.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Emergency supplies were purchased for schools and classrooms based on need.</p>	<p>\$8,000 - LCFF - 4000-4999 Books and Supplies</p>	<p>\$3,019 - LCFF - 4000-4999 Books and Supplies</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Ensure fiscal resources are adequate to ensure program sustainability</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The District continued to budget for operating expenses including, all staff funded through the base funds, insurance, legal fees, utilities and maintenance and operation costs.</p>	<p>\$10,275,199 - LCFF - 2000-2999 Classified Salaries</p> <p>\$10,494,061 - LCFF - 3000-3999 Employee Benefits</p> <p>\$1,796,966 - LCFF - 4000-4999 Books and Supplies</p> <p>\$19,865,026 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$7,532,560 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$8,489,079 - LCFF - 2000-2999 Classified Salaries</p> <p>\$11,063,058 - LCFF - 3000-3999 Employee Benefits</p> <p>\$1,413,293 - LCFF - 4000-4999 Books and Supplies</p> <p>\$24,029,041 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$5,872,987 - LCFF - 5000-5999 Services and Other Operating Expenses</p>
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Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Lennox Middle School</p> <p>Implement strategies that will address implementing a positive school culture that will lead to increased student engagement and attendance and reduce suspensions for low income students</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>A variety of activities were provided throughout the school year to improve school culture with a focus on reducing suspensions, increasing attendance and increasing student engagement. These activities were provided in some cases to specific schools and in other situations, district wide.</p>	<p>\$4,000 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$1,000 - LCFF - 3000-3999 Employee Benefits</p> <p>\$6,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$0</p> <p>\$0</p> <p>\$18,550 - LCFF - 5000-5999 Services and Other Operating Expenses</p> <p>\$214 - LCFF - 4000-4999 Books and Supplies</p>

Action 9

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Implement Character Education program at each school to promote a positive school culture in our schools where 97% of our students are low income</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location:</p> <p>This action was not implemented.</p>	<p>\$5,000 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$3,000 - LCFF - 4000-4999 Books and Supplies</p>	<p>\$0</p> <p>\$0</p>

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Lennox Middle School</p> <p>Provide a Dean of Students for the middle school to ensure positive behavior support and alternatives to suspension are implemented and strategies conducive to the development of a positive school climate are coordinated for low income students</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Lennox Middle</p> <p>A Dean of Students continued to be provided at the middle school to ensure positive behavior support and alternatives to suspension was implemented to maintain a positive school climate. The Dean coordinated peer mediation groups, provided conflict resolution strategies and supported character education for all grade levels at the middle school.</p>	<p>\$118,410 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$24,054 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$103,954 - LCFF - 1000-1999 Certificated Salaries</p> <p>\$28,278 - LCFF - 3000-3999 Employee Benefits</p>

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Maintain classified staff at the district office to support the staff in monitoring the actions of the LCAP to ensure that the actions specifically targeted for low income students, foster youth and English learners are being implemented</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Classified staff have been provided at the district level to support the monitoring of the actions of the LCAP. Staff maintains records of purchases and professional development as well as other data as required by the specific actions.</p>	<p>\$124,200 - LCFF - 2000-2999 Classified Salaries \$42,800 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$109,377 - LCFF - 2000-2999 Classified Salaries \$39,635 - LCFF - 3000-3999 Employee Benefits</p>

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Increase communication and coordination of safety activities throughout the district in order to ensure all stakeholders are informed and to ensure that safety activities are accomplished to ensure that our low income students are provided a</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location:</p> <p>A stipend is provided to a counselor who oversees the implementation of the district safety plan to ensure that low income students are able to learn in a safe environment.</p>	<p>\$5,000 - LCFF - 1000-1999 Certificated Salaries \$994 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$5,000 - LCFF - 1000-1999 Certificated Salaries \$994 - LCFF - 3000-3999 Employee Benefits</p>

safe learning environment

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Implement the bully prevention program, Olweus, at all schools</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The district is implementing a trainer of trainers model. Selected staff have received training so that they can provide training to all staff. All staff received initial training with district trainers. District trainers are also available to provide support to schools when needed. Training will continue next year.</p>		

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Explore the possibility of implementing a social skills program such as Second Step throughout the district in 2019-20</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location:</p> <p>This action was not implemented this year.</p>	<p>\$15,000 - LCFF - 4000-4999 Books and Supplies</p>	<p>\$0</p>

Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Jefferson; Specific Grade Spans: K-5</p> <p>Provide a pilot program at one elementary school using Playworks that support students' social skills</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Jefferson</p> <p>Playworks was purchased for Jefferson Elementary and was implemented throughout the year. The pilot was successful.</p>	<p>\$35,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$36,500 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Analysis

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

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

The District implemented the majority of the actions in this goal. We continued to ensure the safety of our students by providing security, anti-bullying programs, mentoring programs and adequate administrative staff. The District piloted a program that provided structures for positive playground behaviors.

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

This goal was effective. 72% of all students reported that they felt safe at school. 91% of teachers indicated that the schools are safe. 79% of parents indicated that they were satisfied or extremely satisfied with their school. We will continue to implement the Olweus Program since we have just begun to implement

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is a material difference in this goal due to the following:

Action 1 - increase in expenditures due to increases in salaries and benefits

Action 2 - less funds expended due to a reduction in the Mentoring contract

Action 3 - no expenses reported. A large cohort had been trained in previous year.

Action 5 - less funds expended due to a reduction in the contract with LA County Sheriff

Action 6 - less funds expended in emergency supplies

Action 8 - increase in expenditures for contract

Action 9 - no funds expended, action not implemented

Action 11 - less funds expended due to low costs for an instructional aide

Action 14 - no funds expended; action not implemented

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 following new actions will be included in Goal 6 based on the analysis of our current need:

Action 7 - continue to implement the anti-bullying program Olweus

Action 9 - increase campus supervision at middle school to ensure students make positive choices rather than becoming engaged in gang and drug violence that exist outside of school

Action 10 - support from the sheriff's department will be Action 10 in the 2019-20 LCAP

Action 12 - provide additional administration at all schools to address the high needs of the community, parents, and students and to respond to those needs in a timely manner

Action 13 - provide additional clerical support at each school to monitor and follow up on attendance and chronic absenteeism

Action 14 - provide additional supervision duty aides on all elementary campuses to promote positive choices, ensure conflict resolution strategies are used and students are engaged in physical activity

Action 15 - provide additional hours for health clerks at all schools in order to respond to the health needs of students and communicate with students' families

Action 16 - provide additional crossing guards to ensure safe passage to and from school

Stakeholder Engagement

LCAP Year: 2019-20

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?

Lennox School District has continued the tradition of ensuring opportunity for all stakeholders to participate. Lennox School District implemented a series of strategies to ensure that as many stakeholders as possible were not only included but also had an impact on the development and review of the LCAP.

District School Leadership Team (11/28, 1/30, 3/20, 5/22)

The membership of the DSLT includes: site and district administrators, a parent representative from each school, classified and certificated union leadership, teachers and classified staff, special education and English learners parent and teacher representatives Local Bargaining Units both classified and certificated were included in the DSLT process at all of these meetings. The committee met four times during the 2019-20 school year to review the goals, actions and services to support the LCAP goals and the metrics to measure student achievement.

Board of Education

Throughout the 2018-19 school year staff has provided the Board of Education updates regarding the implementation of the of action and services in the LCAP. The board received information and a presentation of student achievement, CA dashboard and the alignment of accountability with the LCAP. The Board of Education was also provided with the results of the student, parent and staff surveys.

Parent, student and staff survey

A parent LCAP survey was mailed as part of the input process allowing for a wider reach in LCAP input. The LCAP survey was provided in Spanish and English to allow for input from all stakeholders. 5th and 7th grade students were given a survey during the school day. Teacher also had an opportunity to complete a staff survey. The results from all survey were presented at a DSLT meeting to serve as a data point in discussions regarding the implementation of the services and actions within each LCAP goal.

District English Language Advisory Council (March 6, 2019 & June 5, 2019)

Staff reviewed the progress towards actions, services and metrics. The committee was given the opportunity to provide input. A draft of LCAP update was presented and the committee was given an opportunity to provide feedback to the 2019-20 Plan.

Superintendent's Parent Advisory Council (May 31, 2019)

Staff reviewed the progress towards actions, services and metrics. A committee was given the opportunity to provide input. A draft of LCAP update was presented and the committee was given an opportunity to provide feedback to the 2019-20 Plan.

All Lennox Staff Presentation (March 6, 2019)

Staff reviewed the progress towards actions, services and metrics. Opportunity for staff to provide input and reflect on the priorities of the plan was given.

Parent and Community Meetings (February 28, 2019)

These meetings allowed staff to give an LCAP overview, explain the LCAP objectives and provided an opportunity for stakeholders to ask questions. This ensured the parent and community members were well informed of requirements, goals and metrics. It also provided stakeholders of the various opportunities for providing input into the LCAP.

SELPA Consultation (March 11th)

A consultation meeting was held with the Southwest SELPA Coordinator. A discussion on how the district is addressing special education students in the plan was held. The SELPA determined that there were adequate actions to address the needs of students with disabilities in the LCAP. The SELPA coordinator was invited to future LCAP committee meetings.

Public Hearing (June 25, 2019)

Presentation on Local Control Accountability / Annual Update to Board of Education.

Approval of Local Control Accountability Plan / Annual Update (June 28, 2019)

Impact on LCAP and Annual Update

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

Conducting a variety of stakeholder engagement strategies ensured that the Lennox School District LCAP reflects all stakeholders. Multiple opportunities were provided for students, parents, teachers, district staff and community members to discuss and ask questions about the LCAP. The collective impact of these stakeholder meetings resulted in common recommendations that emerged and were considered in the revision of the LCAP for 2019-20. The common recommendations are as follows:

- Provide additional services and supports for students with social and emotional challenges
- Continue to support multiple career pathways through out the district

- Retaining small class sizes k-8th and teacher collaboration
- Increase professional development for co-teaching and learning centers
- Provide additional support for students in math particularly at the middle school
- Ensure schools especially bathrooms are clean

Overall Stakeholders shared the following positive feedback

- Schools are providing a safe environment for students to learn
- Parents feel welcome and are encouraged to be actively involved in their child's education
- Students are provided with instructional materials and 21st century learning tools such as computers and tablets

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

Goal 1: The District will foster an environment that builds capacity and encourages parent participation.

Goal 1: In the Lennox School District, parent involvement is highly valued and important. Within each goal of the LCAP there is an intention that parents will be involved, however this goal focuses specifically on responding to requests of parents to be deeply involved in the Lennox Schools.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 6. School climate

Local Priorities:

Identified Need:

The District continues to build the capacity of our parents to participate in their children's education. There is a need to provide parent liaisons and parent centers for parents to meet and receive workshops and classes. The District needs to continue to develop strategies to increase parent attendance at workshops and participation in parent center activities. The District needs to provide translation services so that parents are able to more consistently participate in school and district functions.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of Parents who attend classes	Current number of parents attending classes = 300	Target = 300 parents attend classes	Target = 300 parents attend classes	Target = 300 parents attend classes
Number of Parents attending District Workshops	Current - average of 20 parents per school attended workshops	Target = increase to 30 parents per school	Target = increase to 40 parents per school	Target = increase to 50 parents per school

<p>Increase Parent Engagement using a Parent Satisfaction Survey</p>	<p>Satisfied with opportunities for family involvement? (87% usually or always satisfied)</p> <p>Number of times parents visited the Parent Center (76% visited)</p> <p>How welcome to you feel at the parent center? (80% feel welcomed or very welcomed)</p>	<p>Satisfied with opportunities for family involvement? (Target - 87%)</p> <p>Number of times parents visited the Parent Center (Target - 76%)</p> <p>How welcome to you feel at the parent center?(Target = 85%)</p>	<p>Satisfied with opportunities or family involvement?</p> <p>(Target - 87%)</p> <p>Number of times parents visited the Parent Center</p> <p>(Target - 76%)</p> <p>How welcome to you feel at the parent center?</p> <p>(Target = 85%)</p>	<p>Satisfied with opportunities for family involvement?</p> <p>(Target - 87%)</p> <p>Number of times parents visited the Parent Center</p> <p>(Target - 76%)</p> <p>How welcome to you feel at the parent center?</p> <p>(Target = 85%)</p>
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Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, 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:

Unchanged Action

Continue to provide parent liaisons to coordinate parent centers at each school site.

2018-19

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

Unchanged Action

Continue to provide parent liaisons to coordinate parent centers at each school site.

2019-20

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

Unchanged Action

Continue to provide parent liaisons to coordinate parent centers at each school site. Parent liaisons and the District staff will reexamine the goals and procedures for operating the parent center and implement the agreed upon goals.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$178,000	\$184,230	\$199,168
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$85,000	\$90,950	\$118,448
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits

Action 2

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$14,200	\$14,200	\$500

Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	2000-2999 Classified Salaries	4000-4999 Books and Supplies
Amount	\$0	\$0	\$41,280
Source			Federal Revenues - Title I
Budget Reference			5000-5999 Services and Other Operating Expenses

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, 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:

Modified Action
Provide parents with curriculum workshops provided the Lennox Instructional Services staff in order to increase their understanding of the expectations in ELA, ELD, technology and mathematics; particular attention will be provided to parents in the area of math and the importance of supporting their students in obtaining math fluency

2018-19

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

Modified Action
Provide parents with curriculum workshops provided Lennox Instructional Services staff in order to increase their understanding of the expectations in ELA, ELD, technology, mathematics and AVID

2019-20

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

Unchanged Action
Provide parents with curriculum workshops provided by Lennox Instructional Services staff in order to increase their understanding of the expectations in ELA, ELD, technology, mathematics and AVID.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$200
Source		LCFF	LCFF
Budget Reference			4000-4999 Books and Supplies
Amount	\$0	\$0	\$1,740
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses

Action 4

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Provide a translator and translation services to provide accurate information to parents who do not speak English to help them better understand the requirements for reclassification and other services for English learners, as well as supporting parents' participation in district and school events such as District School Leadership team meetings and community forums

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$31,216
Source			LCFF
Budget Reference			2000-2999 Classified Salaries
Amount	\$0	\$0	\$13,583
Source			LCFF
Budget Reference			3000-3999 Employee Benefits
Amount	\$0	\$0	\$20,000
Source			LCFF
Budget Reference			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:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Action	Action	New Action
		Provide opportunities for teachers to collaborate with parents through the District School Leadership Team process by providing release time for teachers

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$3,118
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries
Amount	\$0	\$0	\$679
Source			LCFF
Budget Reference			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:

(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:

Action

2018-19

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

Action

2019-20

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

New Action
Transition parent communication to digital format using the Power School Portal with the support of the Parent Liaisons.

Unchanged Goal

Goal 2

Goal 2: All Students in Lennox will be grade level competent in math at the end of each grade level.

Goal 2: This goal reflects the importance of students achieving grade level standards at each grade level in order to prepare all students for the rigorous high school math curriculum. It is important to have students prepared throughout their K-8 grades so that students have choices for academic pathways for high school and beyond.

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:

Identified Need:

The District's performance on the California Dashboard indicates that the "all" student group is performing in the "yellow" band. English learners and Hispanic students are performing in the "orange" band and students with disabilities are performing in the "red" band. Therefore we continue to have a need to provide support to our students and staff in addressing the rigorous content standards in math for all student groups. We continue to need to have consumable materials available to students when they are not able to copy materials or access "on-line programs.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC math grades 3-8 including subgroups - percentage of students meeting or exceeding standards	Current SBAC:	SBAC:	SBAC:	SBAC:
	Grades 3-5 - 30% (all)	Grades 3-5 - 40% (all)	Grades 3-5 - 40-45% (all)	Grades 3-5 - 55% (all)
	Grade 6-8 -16% (all)	Grade 6-8 -26% (all)	Grade 6-8 -36% (all)	Grade 6-8 -41% (all)
	English learners - 19%	English learners - 19%	English learners - 24%%	English learners - 29%
	Students with Disabilities - 4%	Students with Disabilities - 9%	Students with Disabilities - 14%	Students with Disabilities - 19%
Low income - 24%	Low income - 34%	Low income - 44%	Low income - 49%	
SWUN Math Trimester	SWUN Math:	SWUN Math:	SWUN Math:	SWUN Math:

Benchmarks (percent meeting or exceeding standards)	K-5 (all students) - 66% K-5 English learners - 54% K-5 Students with Disabilities - 52%	K-5 (all students) - 70% K-5 English learners - 60% K-5 Students with Disabilities - 55%	K-5 (all students) - 75% K-5 English learners - 65% K-5 Students with Disabilities - 58%	K-5 (all students) - 80% K-5 English learners - 70% K-5 Students with Disabilities - 60%
Middle School Curriculum Embedded Assessment percent of students meeting or exceeding grade level standards	Grades 6-8 (all students) - 4%	Grades 6-8 (all students) - 14%	Grades 6-8 (all students) - 24%	Grades 6-8 (all students) - 34%

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Unchanged Action

Continue to support the implementation of the core math program through a contract that provides materials, site licenses and publisher coaching support

2018-19

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

Unchanged Action

Continue to support the implementation of the core math program through a contract that provides materials, site licenses and publisher coaching support

2019-20

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

Unchanged Action

Continue to support the implementation of the core math program through a contract that provides materials, site licenses and publisher coaching support

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$230,000	\$230,000	\$50,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	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:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Unchanged Action
Provide coaching to all teachers on implementation of math common core practices to better understand how these math practices should be scaffolded during instruction to support the learning needs of low income students, English learners and foster youth.

2018-19

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

Unchanged Action
Provide coaching to all teachers including special education on implementation of math common core practices to better understand how these math practices should be scaffolded during instruction to support the learning needs of low income students, English learners and foster youth.

2019-20

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

Unchanged Action
Provide coaching to all teachers including special education on implementation of math common core practices to better understand how these math practices should be scaffolded during instruction to support the learning needs of low income students, English learners and foster youth.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$30,800	\$30,800	\$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$4,200	\$4,200	\$2,173
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Unchanged Action

Implement SBAC Interim assessments aligned to the instructional pacing and analyze data to determine strengths and areas of need to identify strategies for instruction

2018-19

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

Unchanged Action

Implement SBAC Interim assessments aligned to the instructional pacing and analyze data to determine strengths and areas of need to identify strategies for instruction

2019-20

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

New Action

Based on current data develop a professional development plan for staff that will provide training using differentiated instructional strategies to support English learners and low income students.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$4,500	\$4,500	\$5,245
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$500	\$500	\$2,324
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits

Action 4

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Provide opportunities for 6th grade math teachers to articulate with 5th grade teachers specifically regarding expectations of math skills that must be mastered before middle school in order for 5th grade teachers to prioritize instruction to specifically ensure that adequate support is provided to low income students and English learners as they transition to the middle school .

2018-19

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

Provide opportunities for 6th grade math teachers to articulate with 5th grade teachers specifically regarding expectations of math skills that must be mastered before middle school in order for 5th grade teachers to prioritize instruction to specifically ensure that adequate support is provided to low income students and English learners as they transition to the middle school .

2019-20

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

Provide opportunities for 6th grade math teachers to articulate with 5th grade teachers specifically regarding expectations of math skills that must be mastered before middle school in order for 5th grade teachers to prioritize instruction to specifically ensure that adequate support is provided to low income students and English learners as they transition to the middle school .

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$7,000	\$7,000	\$2,500
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; extra duty	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$0	\$0	\$543
Source			LCFF
Budget Reference			3000-3999 Employee Benefits

Action 5

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

New Action
Provide professional development and coaching support for math teachers at LMS and elementary teachers in using accommodations to support students who may be struggling readers and writers in the area of math.

2018-19

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

Modified Action
Provide professional development (using Carnegie Learning) and coaching support for math teachers at LMS and elementary teachers in using accommodations to support students who may be struggling readers and writers in the area of math.

2019-20

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

Modified Action
Using District staff, provide professional development and coaching support for math teachers at LMS and elementary teachers in using accommodations to support students who may be struggling readers and writers in the area of math.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$10,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries
Amount	\$0	\$0	\$2,173
Source			LCFF
Budget Reference			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:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$13,000	\$18,000

Source		LCFF	LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses	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:

(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	New Action	Unchanged Action
	Provide training and implement a co-teaching/learning center model for students with disabilities so that these students may have a more comprehensive and targeted support to the California Core Standards	Provide training and implement a co-teaching/learning center model for students with disabilities so that these students may have a more comprehensive and targeted support to the California Core Standards

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$10,000	\$16,200
Source		LCFF	LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

Action 8

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

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 professional development for elementary teachers using instructional strategies to address students' need to develop conceptual understanding

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$30,000

Source		LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses

Action 9

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Action	Action	Modified Action
		<p>Provide consumable math materials for all K-5 students. The majority of our students do not have access to on-line technology outside of school therefore we will purchase consumable math materials for all students in grades K-5. This will allow low income students to access additional materials at home that supplement the core math program.</p>

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$200,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies

Unchanged Goal

Goal 3

Goal 3: All Students in Lennox School District will be reading at grade level by the end of 3rd grade.

Goal 3: Common core state standards require that students master reading foundational skills by the end of grade 3. These skills are critically important for students to be able to be successful with the reading demands in grades 4-12 in all subject areas.

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:

Identified Need:

The District performed in ELA for "all" student group in the "yellow" performance band. All student groups with the exception of students with disabilities who performed in the "orange" performance band also performed at the "yellow" performance band. For students at the third grade, 48% of all students met or exceeded grade level standards on SBAC. Over a four year period third graders have grown on the SBAC from 17% to 48%. We continue to need to support learners in achieving standards since many of our students do not come to school prepared to read or speak English. Additionally support for students with disabilities in the area of early literacy is needed.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC 3rd grade ELA percent meeting or exceeding standards	<p>SBAC 3rd Grade</p> <p>All students - 37%</p> <p>English learners - 32%</p> <p>Students with Disabilities - 7%</p>	<p>SBAC 3rd Grade</p> <p>All students - 42%</p> <p>English learners - 37%</p> <p>Students with Disabilities - 7%</p>	<p>SBAC 3rd Grade</p> <p>All students - 47%</p> <p>English learners - 42%</p> <p>Students with Disabilities - 15%</p>	<p>SBAC 3rd Grade</p> <p>All students - 52%</p> <p>English learners - 47%</p> <p>Students with Disabilities - 17%</p>
Wonders Reading Assessment (percent of students meeting grade level standards)	<p>Wonders</p> <p>Grades k-1 (all students)- 76%</p>	<p>Wonders</p> <p>Grades k-1 (all students)- 80%</p>	<p>Wonders</p> <p>Grades k-1 (all students)- 82%</p>	<p>Wonders</p> <p>Grades k-1 (all students)- 85%</p>

	Grade 2 (all students) - 29%	Grade 2 (all students) - 35%	Grade 2 (all students) - 72%	Grade 2 (all students) - 75%
	Grade 3 (all students)- 5%	Grade 3 (all students)- 15%	Grade 3 (all students)- 25%	Grade 3 (all students)- 35%
STAR Reading (universal screener and progress monitoring) - percent of students at or above benchmark	Star Reading (winter assessment) Grade 3 - 44%	Star Reading Grade 3 - 50%	Star Reading Grade 3 - 55%	Star Reading Grade 3 - 65%
Star Early Literacy	Star Early Literacy K-2- 50% At or above benchmark	Star Early Literacy K-2- 60% At or above benchmark	Star Early Literacy K-2- 70% At or above benchmark	Star Early Literacy K-2- 80% At or above benchmark

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

Specific Grade Spans: K-3

Actions/Services

2017-18

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

Unchanged Action

Provide a primary intervention teacher to support Tier 3 Intervention to target the needs of students in order to reach the goal of all students reading by the end of grade 3 at grade level

2018-19

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

Unchanged Action

Provide a primary intervention teacher to support Tier 3 Intervention to target the needs of students in order to reach the goal of all students reading by the end of grade 3 at grade level

2019-20

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

Unchanged Action

Provide a primary intervention teacher to support Tier 3 Intervention to target the needs of students in order to reach the goal of all students reading by the end of grade 3 at grade level

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$450,000	\$465,750	\$489,362
Source	LCFF	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$125,000	\$133,750	\$163,468
Source	LCFF	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits

Action 2

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Provide Tier 3 intervention programs to be used by the intervention teachers to address the reading needs of the most at-risk students

2018-19

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

Provide Tier 3 intervention programs to be used by the intervention teachers to address the reading needs of the most at-risk students

2019-20

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

Provide Tier 3 intervention programs to be used by the intervention teachers to address the reading needs of the most at-risk students

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$42,500	\$42,500	\$60,000

Source	LCFF	LCFF	Federal Revenues - Title I
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

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)

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
	A district committee will be established to analyze ELPAC data and identify domain areas that are creating barriers for English learners to make progress and identify specific strategies that teachers will implement during small group instructional time to address the barriers	District staff will analyze ELPAC data and identify domain areas that are creating barriers for English learners to make progress and identify specific strategies that teachers will implement during small group instructional time to address the barriers

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$1,000	\$7,036
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$0	\$0	\$3,046
Source			LCFF
Budget Reference			3000-3999 Employee Benefits

Action 4

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

Students to be Served:

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

Location(s):

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

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
		Design a coaching and professional development plan to provide strategies that will support diverse learners in meeting the LEA standards.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$2,944

Source			LCFF
Budget Reference			1000-1999 Certificated Salaries
Amount	\$0	\$0	\$1,609
Source			LCFF
Budget Reference			3000-3999 Employee Benefits

Unchanged Goal

Goal 4

Goal 4: All students in Lennox School District will be prepared for college and career ready courses at the high school level

Goal 4: As a K-8 school district it is important that the district maintain it's focus on not only getting students ready for high school but ensuring that these critical years of education lead students to have as many choices as possible for high school and beyond.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 7. Course access; 8. Other pupil outcomes

Local Priorities:

Identified Need:

Based on the 2018 Dashboard "all" students in grade 4-8 are performing in the yellow performance band. Students with disabilities are the only student group performing in the "orange" performance band. Overall 46% of all students in grades 3-5 met or exceeded the standards. This demonstrates a 23 point increase over four years. Students in grades 6-8, 27% met or exceed standards. The District's reclassification rate is 19%. 26% of the EL students are gaining English proficiency each year. Based on our current data and the community we serve we have a need to provide a variety of supports for students as well as pathway options that allow students to develop a better understanding of college and career choices. The District continues to need to reclassify students prior to leaving the 8th grade to insure their success in high school. Students need to develop 21st century skills that will allow them to be competitive when moving to high school and beyond. The District continues to identify actions that address the needs of students in becoming college and career ready.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Reclassification rate	22%	24%	26%	22%
Middle School Dropout rate	0.4%	0.4%	0.4%	0.4%
Annual Progress of EL students toward English proficiency	60.4%	62%	Define baseline for annual progress learning English using ELPAC.	Overall - 28% Level 1 - 55%

				Level 2 - 40%
				Level 3 - 18%
				Level 4 - 35%
Star Renaissance for reclassification	Grade 3 - % of students 319 or higher	Grade 3 - 19% of students 319 or higher	Grade 3 - 29% of students 319 or higher	Grade 3 - 39% of students 319 or higher
	Grade 4 - % of students 415 or higher	Grade 4 - 16% of students 415 or higher	Grade 4 - 26 % of students 415 or higher	Grade 4 - 36 % of students 415 or higher
	Grade 5 - % of students 514 or higher	Grade 5 - 17% of students 514 or higher	Grade 5 - 27% of students 514 or higher	Grade 5 - 37% of students 514 or higher
Scholastic Reading Inventory for reclassification	Grade 6 - % of students 830 or higher	Grade 6 - 19% of students 830 or higher	Grade 6 - 24% of students 830 or higher	Grade 6 - 29% of students 830 or higher
	Grade 7 - % of students 870 or higher	Grade 7 - 16 % of students 870 or higher	Grade 7 - 21% of students 870 or higher	Grade 7 - 26% of students 870 or higher
	Grade 8 - % of students 890 or higher	Grade 8 - 17% of students 890 or higher	Grade 8 - 22 % of students 890 or higher	Grade 8 - 27% of students 890 or higher
CAASPP ELA percent of students meeting and exceeding grade level standards	Preliminary 16-17 results	Grades 4-5 - 39%	Grades 4-5 - 41%	Grades 4-5 - 43%
	Grades 4-5 - 37%	Grades 6-8 - 30%	Grades 6-8 - 33%	Grades 6-8 - 36%
	Grades 6-8 - 26%	Grades 3-8 EL - 18%	Grades 3-8 EL - 21%	Grades 3-8 EL - 24%
	Grades 3-8 EL - 15% (15-16 data)	Grades 3-8 SWD - 8%	Grades 3-8 SWD - 10%	Grades 3-8 SWD - 12%
	Grades 3-8 SWD - 5% (15-16 data)			

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

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)

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	Unchanged Action	Unchanged Action
<p>Continue AVID at middle school by providing training to content teachers and fully implement AVID at the elementary level so that students in grades K-8 will have access to AVID strategies that will allow access to multiple pathways</p>	<p>Continue AVID at middle school by providing training to content teachers and fully implement AVID at the elementary level so that students in grades K-8 will have access to AVID strategies that will allow access to multiple pathways</p>	<p>Continue AVID at middle school by providing training to content teachers and fully implement AVID at the elementary level so that students in grades K-8 will have access to AVID strategies that will allow access to multiple pathways</p>

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$80,000	\$20,000	\$22,759
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; *AVID conference registration	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	\$0	\$0	\$3,000
Source			LCFF
Budget Reference			4000-4999 Books and Supplies

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Unchanged Action

Provide awareness training to teachers K-8 related to the Next Generation Science Standards during pupil free days Continue to provide more in depth training in the Next Generation Science Standards with middle science teachers and teachers assigned to the Schools of Engineering

2018-19

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

New Action

Provide training to all teachers on science and engineering practices and cross cutting concepts in preparation for full implementation of the new science adoption.

2019-20

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

New Action

Teachers and administrators will explore the newly adopted state science materials for the middle school.

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)

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Modified Action
Provide support to schools for the following efforts that align to the LCAP: before/after school academic support (teacher extra duty), software and applications, technology for student access, supplemental instructional materials . School plans will be reviewed by the superintendent or designee to ensure that the school plans are aligned with the LCAP goals and actions

2018-19

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

Unchanged Action
Provide support to schools for the following efforts that align to the LCAP: before/after school academic support (teacher extra duty), software and applications, technology for student access, supplemental instructional materials . School plans will be reviewed by the superintendent or designee to ensure that the school plans are aligned with the LCAP goals and actions

2019-20

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

Unchanged Action
Provide support to schools for the following efforts that align to the LCAP: before/after school academic support (teacher extra duty), software and applications, technology for student access, supplemental instructional materials . School plans will be reviewed by the superintendent or designee to ensure that the school plans are aligned with the LCAP goals and actions

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$125,000	\$125,000	\$132,478
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; School plans will reflect expenditures for supplemental instructional materials and technology	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	\$20,000	\$20,000	\$27,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; School plans will reflect use of these funds to provide targeted intervention and tutoring support before or after school	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$5,000	\$5,000	\$5,844
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$0	\$0	\$27,678
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses

Action 4

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Develop and implement a collaboration model at the elementary schools using 4 PE teacher teams in order for classroom teachers to collaboratively plan, analyze data and determine best practices for students achieving the rigorous standards

2018-19

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

Develop and implement a collaboration model at the elementary schools using 4 PE teacher teams in order for classroom teachers to collaboratively plan, analyze data and determine best practices for students achieving the rigorous standards

2019-20

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

Develop and implement a collaboration model at the elementary schools using 4 PE teacher teams in order for classroom teachers to collaboratively plan, analyze data and determine best practices for students achieving the rigorous standards

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$350,000	\$362,250	\$316,267
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$240,000	\$256,800	\$278,509
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$150,000	\$155,250	\$255,327
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$5,000	\$5,000	\$3,058
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	\$0	\$0	\$1,000
Source			LCFF
Budget Reference			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:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Provide extended learning opportunities for English learners during the summer to increase the number of English learners who are reclassified

2018-19

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

Provide extended learning opportunities for English learners during the summer to increase the number of English learners who are reclassified

2019-20

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

Provide extended learning opportunities for English learners during the summer to increase the number of English learners reclassified and newcomers.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$36,000	\$36,000	\$38,495

Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$2,000	\$2,000	\$8,321
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$15,000	\$15,000	\$6,725
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	\$0	\$0	\$650
Source			LCFF
Budget Reference			4000-4999 Books and Supplies

Action 6

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

Students to be Served:

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

Location(s):

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

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:

Teacher assistants will be provided to facilitate English learners with very limited English with support in meeting grade level standards

2018-19

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

Teacher assistants will be provided to facilitate English learners with very limited English with support in meeting grade level standards

2019-20

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

Teacher assistants will be provided to facilitate English learners with very limited English with support in meeting grade level standards

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$166,000	\$171,810	\$251,782

Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$16,000	\$17,120	\$9,059
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits

Action 7

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Provide each elementary school with (1) categorical project assistant and LMS with (3) categorical project assistants to support supplemental intervention programs, data gathering, reclassification process and parent outreach.

2018-19

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

Provide each elementary school with (1) categorical project assistant and LMS with (3) categorical project assistants to support supplemental intervention programs, data gathering, reclassification process and parent outreach.

2019-20

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

Provide each elementary school with (1) categorical project assistant and LMS with (3) categorical project assistants to support supplemental intervention programs, data gathering, reclassification process and parent outreach.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$265,000	\$393,300	\$396,331
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$49,000	\$175,480	\$193,646
Source	Federal Revenues - Title I	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits

Action 8

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Continue to purchase and replace technology devices to ensure student access with a goal of providing low income students with a one to one devices due to the lack of technology available to these students at home and in the community

2018-19

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

Continue to purchase and replace technology devices to ensure student access with a goal of providing low income students with a one to one devices due to the lack of technology available to these students at home and in the community

2019-20

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

Continue to purchase and replace technology devices to ensure student access with a goal of providing low income students with a one to one devices due to the lack of technology available to these students at home and in the community

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$210,000	\$210,000	\$210,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies

Action 9

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

Students to be Served:

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

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:

Modified Action

Provide professional development to special education teachers on how to provide the greatest access to general education for all students with disabilities through instruction and placement options.

2018-19

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

Unchanged Action

Provide professional development to special education teachers on how to provide the greatest access to general education for all students with disabilities through instruction and placement options.

2019-20

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

Unchanged Action

Provide professional development to special education teachers on how to provide the greatest access to general education for all students with disabilities through instruction and placement options.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$15,000	\$15,000	\$15,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

Action 10

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Continue to implement engineering pathways for low income students in grades 4-8 including the maker spaces at 3 sites, project based learning and integration of Next Generation Science Standards will be included.

2018-19

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

Continue to implement engineering pathways for low income students in grades 4-8 including the maker spaces at 3 sites, project based learning and integration of Next Generation Science Standards will be included.

2019-20

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

Continue to implement engineering pathways for low students in grades 4-8 including the maker spaces at 3 sites, project based learning and integration of Next Generation Science Standards will be included.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$40,000	\$40,000	\$15,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; includes technology and supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	\$140,000	\$144,900	\$75,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$265,000	\$341,550	\$273,278
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$30,000	\$30,000	\$1,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; STEM Conference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	\$170,000	\$186,900	\$80,000
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits

Action 11

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Purchase an on-line subscription for reading that will provide differentiated levels of reading in both fiction and non-fiction that will supplement the core.

2018-19

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

Purchase an on-line subscription for reading that will provide differentiated levels of reading in both fiction and non-fiction that will supplement the core.

2019-20

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

Purchase an on-line subscription for reading that will provide differentiated levels of reading in both fiction and non-fiction that will supplement the core.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$32,000	\$32,000	\$35,000

Source	LCFF	LCFF	Federal Revenues - Title I
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

Action 12

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

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:

Modified Action

Continue to purchase a universal screening assessment that will provide data in reading that are aligned to the California State Standards that will also provide progress monitoring to ensure that instruction can be differentiated and intervention can be targeted low income students, Foster youth and English learners

2018-19

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

Unchanged Action

Continue to purchase a universal screening assessment that will provide data in reading that are aligned to the California State Standards that will also provide progress monitoring to ensure that instruction can be differentiated and intervention can be targeted low income students, Foster youth and English learners

2019-20

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

Unchanged Action

Continue to purchase a universal screening assessment that will provide data in reading that are aligned to the California State Standards that will also provide progress monitoring to ensure that instruction can be differentiated and intervention can be targeted low income students, Foster youth and English learners

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$30,000	\$30,000	\$23,353
Source	LCFF	LCFF	Federal Revenues - Title I
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

Action 13

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Dual Immersion staff will continue to plan instructional strategies to address the core in both languages. Teachers will attend professional development on best practices for implementing a dual language programs

2018-19

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

Dual Immersion staff will continue to plan instructional strategies to address the core in both languages. Teachers will attend professional development on best practices for implementing a dual language programs

2019-20

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

Dual Immersion staff will continue to plan instructional strategies to address the core in both languages. Teachers will receive coaching support on implementing best practices for dual language programs

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$10,000	\$10,000	\$10,000
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$2,000	\$2,000	\$2,000
Source	Federal Revenues - Title III	Federal Revenues - Title III	Federal Revenues - Title III
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$25,000	\$25,000	\$15,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; travel and conference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	\$0	\$0	\$800
Source			LCFF
Budget Reference			4000-4999 Books and Supplies

Action 14

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

Students to be Served:

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

Students with Disabilities

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Unchanged Action

Provide opportunities for teachers providing co-teaching instruction and/or push in instruction to collaborate and receive additional training

2018-19

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

Unchanged Action

Provide opportunities for teachers providing co-teaching instruction and/or push in instruction to collaborate and receive additional training

2019-20

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

Unchanged Action

Provide opportunities for teachers providing co-teaching instruction and/or push in instruction to collaborate and receive additional training

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$14,000	\$14,000	\$14,000

Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$2,800	\$2,800	\$2,800
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits

Action 15

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Unchanged Action
Continue to provide lower class sizes in order to provide a conducive learning environment for the diverse learners in the district; providing lower class sizes will support differentiated instruction, small group instruction and scaffolded support to specifically address the needs of low income students, foster youth and English learners

2018-19

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

Unchanged Action
Continue to provide lower class sizes in order to provide a conducive learning environment for the diverse learners in the district; providing lower class sizes will support differentiated instruction, small group instruction and scaffolded support to specifically address the needs of low income students, foster youth and English learners

2019-20

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

Unchanged Action
Continue to provide lower class sizes in order to provide a conducive learning environment for the diverse learners in the district; providing lower class sizes will support differentiated instruction, small group instruction and scaffolded support to specifically address the needs of low income students, foster youth and English learners

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$6,581,962	\$8,182,581	\$2,973,817
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$1,657,557	\$2,130,397	\$988,193
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits

Action 16

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

New Action

Provide appropriate classroom technology for all teachers so that new curriculum adoptions with technology components and computer based testing can be provided.

2018-19

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

Unchanged Action

Provide appropriate classroom technology for all teachers so that new curriculum adoptions with technology components and computer based testing can be provided.

2019-20

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

Unchanged Action

Provide appropriate classroom technology for all teachers so that new curriculum adoptions with technology components and computer based testing can be provided.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$90,000	\$90,000	\$90,000

Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies

Action 17

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

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
<p>Provide teachers and administrators with professional development on universal design for learning that will assist them in planning instruction, curriculum and assessment for low income, foster youth and English learners within their classrooms; additionally professional development will be provided to principals on establishing systems for implementing differentiated instruction at their schools</p>	<p>Provide teachers and administrators with professional development on universal design for learning that will assist them in planning instruction, curriculum and assessment for all learners within their classrooms; additionally professional development will be provided to principals on establishing systems for implementing differentiated instruction at their schools</p>	<p>Provide teachers and administrators with coaching support on implementing universal design for learning. Additionally professional development will be provided to principals on establishing systems for implementing differentiated instruction at their schools</p>

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$20,000	\$20,000	\$20,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

Action 18

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Develop a dentistry program for 4th grade low income students at three elementary schools that incorporates the next generation science standards with a hands on lab experience supported by a board certified dentist

Expand the dentistry program to include 5th and 6th grade students.

Provide LMS and Moffett schools with the opportunity to participate in the Leader in Me Program

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$60,000	\$120,000	\$21,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

Action 19

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Explore the implementation of Accelerated Reader to provide an incentive for reading for low income students as well as increasing stamina and perseverance.

Purchase Accelerated Reader to provide an incentive for reading for students as well as increasing stamina and perseverance

Continue to implement Accelerated Reader to provide an incentive for reading for students as well as increase reading stamina and perseverance.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$17,000	\$28,182

Source		LCFF	Federal Revenues - Title I
Budget Reference		5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

Action 20

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

New Action

Provide new teacher training on providing high quality instruction to all students in Lennox; training will include use of District student information systems, technology, overview of the instructional programs, classroom discipline and student engagement. Additionally expectations for parent communication, student expectations and professional conduct.

2018-19

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

Unchanged Action

Provide new teacher training on providing high quality instruction to all students in Lennox; training will include use of District student information systems, technology, overview of the instructional programs, classroom discipline and student engagement. Additionally expectations for parent communication, student expectations and professional conduct.

2019-20

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

Unchanged Action

Provide new teacher training on providing high quality instruction to all students in Lennox; training will include use of District student information systems, technology, overview of the instructional programs, classroom discipline and student engagement. Additionally expectations for parent communication, student expectations and professional conduct.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference			

Action 21

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Provide instructional assistants to support struggling low income learners in accessing core content areas such as science and social studies in order to provide small group instruction and other targeted supports

Provide instructional assistants to support struggling learners in accessing core content areas such as science and social studies in order to provide small group instruction and other targeted supports

Provide instructional assistants to support struggling learners in accessing core content areas such as science and social studies in order to provide small group instruction and other targeted supports

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$40,000	\$41,400	\$18,000
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$10,000	\$10,700	\$5,500
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits

Action 22

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

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: Jefferson and Huerta

Actions/Services

2017-18

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

New Action

Leadership teams from Jefferson and Huerta will participate in a LACOE UDL leadership pilot program to develop a school-wide implementation plan for Universal Design for Learning that when fully implemented will provide support to low income students, English learners and foster youth in more successfully achieving the California Content Standards

2018-19

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

Unchanged Action

Leadership teams from Jefferson and Huerta will participate in a LACOE UDL leadership pilot program to develop a school-wide implementation plan for Universal Design for Learning that when fully implemented will provide support to low income students, English learners and foster youth in more successfully achieving the California Content Standards

2019-20

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

New Action

Jefferson and Huerta Schools will develop a "scale up" plan for implementing Universal Design for Learning school wide with support of district staff.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$2,500	\$10,000	\$1,500
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$0	\$1,000	\$326
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits	3000-3999 Employee Benefits

Action 23

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

Students to be Served:

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

Location(s):

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

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	New Action	Unchanged Action
	Implement a Business Program to provide an additional pathway for middle school students to experience	Continue to implement a Business Program to provide an additional pathway for middle school students to experience

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0

Source

Budget

Reference

Action 24

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

Students to be Served:

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

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))

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:

Action	New Action	New Action
	Provide coaching on ELD standards implementation with a focus on connecting and aligning learning and language objectives	Provide professional development for all teachers on writing strategies for students. PD will target the needs of students who require additional support with language development

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$7,000	\$6,000
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$0	\$20,000	\$185,650
Source		Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference		1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$0	\$2,000	\$37,000
Source		Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference		3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$0	\$0	\$12,000
Source			LCFF
Budget Reference			3000-3999 Employee Benefits

Action 25

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

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
		<p>Provide a District and site level support for implementating technology in all classrooms to increase consistent student use by providing technology site technicians and site technology assistants for each school and a distict technology team.</p>

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$477,760
Source			LCFF
Budget Reference			2000-2999 Classified Salaries
Amount	\$0	\$0	\$250,943
Source			LCFF
Budget Reference			3000-3999 Employee Benefits

Action 26

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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 teachers on special assignment to support teachers and schools in the area of instructional technology, English learners, assessment and core subjects.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$445,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries
Amount	\$0	\$0	\$114,563
Source			LCFF
Budget Reference			3000-3999 Employee Benefits

Action 27

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

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 librarian technicians at all schools to allow the libraries to be open and available to students throughout the day as well as extended times.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$282,577
Source			LCFF
Budget Reference			2000-2999 Classified Salaries
Amount	\$0	\$0	\$140,633
Source			LCFF
Budget Reference			3000-3999 Employee Benefits

Action 28

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: Lennox Middle School

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 time within the school day for teachers at Lennox Middle School to collaborate, reviewing and using data to determine areas of instructional needs and developing collaborative instructional plans.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$1,597,985
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries
Amount	\$0	\$0	\$562,259
Source			LCFF
Budget Reference			3000-3999 Employee Benefits

Unchanged Goal

Goal 5

Goal 5: Lennox School District will provide specialized programs beyond the core.

Goal 5: The District understands that in order for the diverse needs of Lennox students to be met, the District will continue to provide support in a variety of ways to ensure student success.

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement; 6. School climate

Local Priorities:

Identified Need:

The majority of the Lennox student community are low income students. Therefore there is a continuing need to provide a variety of services and supports for students beyond the core instruction including counseling support. There are many students and families in the district who require intensive wrap around services. The greatest need in this area is chronic absenteeism where the "all" student group is in the "orange" performance band.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension Rate (LCFF Rubric)	Suspension Rate = 1.9% LCFF Rubric District = orange range	Suspension rate = 1.5% LCFF Rubric: District = yellow range (medium)	Suspension rate = 1% LCFF Rubric: District = green range (medium)	Suspension rate = 1% LCFF Rubric: District = green range (low)
Expulsion Rate	Current rate - 0 (Based on 14-15 CDE)	target = under .5%	target = under .5%	target = under .5%
Attendance Rate	Current attendance rate = 96.3%	Target = within 95-99% range	Target = within 95-99% range	Target = within 95-98% range

Chronic Absentee rate

2016-17 rate = 8.31%

Target = 6%

Target = 5%

Target - 4%

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Provide district staff to support the needs of foster youth, low income homeless students and students with mental health needs to ensure "wrap around" services are provided

2018-19

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

Provide district staff to support the needs of foster youth, low income homeless and students with mental health needs to ensure "wrap around" services are provided

2019-20

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

Provide district staff to support the needs of foster youth, low income homeless and students with mental health needs to ensure "wrap around" services are provided

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$110,000	\$113,850	\$136,465
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$18,000	\$19,260	\$48,615
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits

Action 2

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Implement a District wide GATE program supporting under identified low income students that focuses on science, technology and art for identified students in grades 4-8 that may include field trips, additional materials extended instructional (spring and summer academies) and enrichment activities.

2018-19

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

Implement a District wide GATE program supporting under identified low income students that focuses on science, technology and art for identified students in grades 4-8 that may include field trips, additional materials extended instructional (spring and summer academies) and enrichment activities.

2019-20

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

Implement a District wide GATE program supporting under identified low income students that focuses on science, technology and art for identified students in grades 4-8 that may include field trips, additional materials extended instructional (spring and summer academies) and enrichment activities.

Budgeted Expenditures

Amount	\$14,000	\$14,000	\$14,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$1,800	\$1,800	\$1,800
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$15,000	\$15,000	\$15,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	\$3,000	\$3,000	\$3,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	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)

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Provide opportunities for low income students to be engaged in the visual and performing arts to increase their engagement in the core academic program as well as increase attendance and support positive management.

2018-19

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

Provide opportunities for low income students to be engaged in the visual and performing arts to increase their engagement the core academic program as well as increase attendance and support positive management.

2019-20

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

Provide opportunities through community partnerships for low income students to be engaged in the visual and performing arts to increase their engagement in the core academic program as well as increase attendance and support positive management.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$1,500	\$1,500	\$1,500
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies

Action 4

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Provide opportunities for low income students grades 2-8 to visit colleges and universities to build a college going culture throughout the district

2018-19

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

Provide opportunities for low income students grades 2-8 to visit colleges and universities to build a college going culture throughout the district

2019-20

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

Provide opportunities for low income students grades 6-8 to visit colleges and universities to build a college going culture throughout the district

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$45,000	\$45,000	\$10,000

Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	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:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

5th grade low income students will participate in Outdoor Education in order to provide an opportunity apply core standards in a "real life" setting; since the majority of the students are low income without district funding all students would not be able to have this experience.

2018-19

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

5th grade low income students will participate in Outdoor Education in order to provide an opportunity apply core standards in a "real life" setting; since the majority of the students are low income without district funding all students would not be able to have this experience.

2019-20

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

5th grade low income students will participate in Outdoor Education in order to provide an opportunity apply core standards in a "real life" setting; since the majority of the students are low income without district funding all students would not be able to have this experience.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$42,000	\$42,000	\$43,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; includes transportation and camp contract	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	\$12,000	\$12,000	\$13,000
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$1,000	\$1,000	\$5,055
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$3,000	\$3,000	\$3,200
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	\$0	\$0	\$5,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries

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, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

Specific Schools: to be identified

Actions/Services

2017-18

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

New Action

Explore the transition of implementing an RTI system to a Multi-Tiered System of Support (MTSS) with a focus based on current data and students' needs to provide an improved structure and systems that will ensure that low income, foster youth and English learners have support both academically and social/emotionally.

2018-19

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

Modified Action

Implement at one school a pilot for MTSS that will include either a pathway for academic or behavior support to provide an improved structure and systems that will ensure that low income, foster youth and English learners have support both academically and social/emotionally.

2019-20

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

Modified Action

Fully implement MTSS structures at all schools with an identified focus based on data and students' needs to provide an improved structure and systems that will ensure that low income, foster youth and English learners have support both academically and social/emotionally.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$2,000	\$10,000	\$11,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$0	\$2,000	\$2,400
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits	3000-3999 Employee Benefits

Action 7

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

New Action

Implement a 5th-6th grade transition plan that provides 5th graders with an awareness of academic and elective offerings, social opportunities, a campus tour and parent meetings.

2018-19

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

Unchanged Action

Implement a 5th-6th grade transition plan that provides 5th graders with an awareness of academic and elective offerings, social opportunities, a campus tour and parent meetings.

2019-20

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

Unchanged Action

Implement a 5th-6th grade transition plan that provides 5th graders with an awareness of academic and elective offerings, social opportunities, a campus tour and parent meetings.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$2,000	\$2,000	\$2,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	\$1,000	\$1,000	\$1,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies

Action 8

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

New Action	Unchanged Action	Modified Action
<p>Due to the high poverty and intense needs of the students and their families, counseling services are needed (group and individual as well as on-going work with families) at each school to address the social, emotional and academic needs of low income, foster youth and English learners to ensure that they are fully able to academically achieve as high as possible</p>	<p>Due to the high poverty and intense needs of the students and their families, counseling services are needed (group and individual as well as on-going work with families) at each school to address the social, emotional and academic needs of low income, foster youth and English learners to ensure that they are fully able to academically achieve as high as possible</p>	<p>Due to the high poverty and intense needs of the students and their families, counseling services are needed (group and individual as well as on-going work with families) at each school to address the social, emotional and academic needs of low income, foster youth and English learners to ensure that they are fully able to academically achieve as high as possible</p>

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$460,000	\$449,943	\$989,304
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$110,000	\$50,087	\$283,000
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits

Unchanged Goal

Goal 6

Goal 6: The Lennox School District will provide a safe environment conducive to learning.

Goal 6: The Lennox School District is in a high density community. Concerns for safety and positive structures for students is very important to staff, students and parents.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 3. Parent involvement; 5. Pupil engagement; 6. School climate

Local Priorities:

Identified Need:

There is a need to continue to provide alternatives to suspension. Additionally safety continues to be a primary need due to high crime rates in the community. In order to provide a rigorous instructional program for all of our students there is a need to hire highly effective staff, provide students with standards aligned instructional materials and safe facilities.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student Survey - safety	85% of elementary students indicated they feel safe at school 68% of middle school students indicated they feel safe at school	88% of elementary students indicate feel safe at school 70% of middle school students indicate they feel safe at school	90% of elementary students indicate feel safe at school 75% of middle school students indicate they feel safe at school	90% of elementary students indicate feel safe at school 80% of middle school students indicate they feel safe at school
Facilities Inspection Report (FIT)	FIT Report - good to exemplary	FIT Report - good to exemplary	FIT Report - good to exemplary	FIT Report - good to exemplary
LCFF Rubric - Suspension	LCFF Rubric Suspension - orange range	LCFF Rubric Suspension - yellow range (middle)	LCFF Rubric Suspension - green range (medium)	LCFF Rubric Suspension - green range(low)

Attendance rate	Attendance Rate = 96.3%	Range between 95-99%	Range between 95-99%	Range between 95-98%
appropriately certificated teacher assigned to each classroom	100% of teachers appropriately assigned and fully credentialed	100% of teachers appropriately assigned and fully credentialed	100% of teachers appropriately assigned and fully credentialed	100% of teachers appropriately assigned and fully credentialed
all students will be provided standards aligned instructional materials	100% of students received standards aligned instructional materials	100% of students receive standards aligned instructional materials	100% of students receive standards aligned instructional materials	100% of students receive standards aligned instructional materials

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Unchanged Action

Provide professional development for teachers regarding appropriate strategies for addressing violent and disruptive students.

2018-19

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

Unchanged Action

Provide professional development for teachers regarding appropriate strategies for addressing violent and disruptive students.

2019-20

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

Modified Action

Provide professional development for teachers regarding appropriate strategies for addressing violent and disruptive students as a part of providing Tier 3 social/emotional support for students.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$6,000	\$6,000	\$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$2,000	\$2,000	\$2,200
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Unchanged Action

Conduct a needs assessment and purchase emergency supplies for each classroom in order for schools to be prepared in the event of an emergency.

2018-19

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

Unchanged Action

Conduct a needs assessment and purchase emergency supplies for each classroom in order for schools to be prepared in the event of an emergency.

2019-20

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

Unchanged Action

Conduct a needs assessment and purchase emergency supplies for each classroom in order for schools to be prepared in the event of an emergency.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$8,000	\$8,000	\$3,000

Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	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)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Unchanged Action

Ensure fiscal resources are adequate to ensure program sustainability

2018-19

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

Unchanged Action

Ensure fiscal resources are adequate to ensure program sustainability

2019-20

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

Unchanged Action

Ensure fiscal resources are adequate to ensure program sustainability

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$8,234,429	\$10,275,199	\$4,868,715
Source	LCFF	LCFF	LCFF

Budget Reference	2000-2999 Classified Salaries; Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$9,358,174	\$10,494,061	\$8,689,490
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; administrative, classified, teacher benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$1,788,583	\$1,796,966	\$137,794
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; including M&O supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	\$19,749,115	\$19,865,026	\$20,700,353
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; this may include some classified admin. (combined certificated and admin. salaries)	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$6,518,991	\$7,532,560	\$3,790,003
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; includes legal, utilities, contracted services and 1/2 M&O	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

Action 4

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Implement strategies that will address implementing a positive school culture that will lead to increased student engagement and attendance and reduce suspensions for low income students

2018-19

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

Implement strategies that will address implementing a positive school culture that will lead to increased student engagement and attendance and reduce suspensions for low income students

2019-20

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

Provide incentives to support positive school culture that will lead to increased student engagement and attendance and reduce suspensions for low income students

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$6,000	\$6,000	\$1,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	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:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Unchanged Action
Maintain classified staff at the district office to support the staff in monitoring the actions of the LCAP to ensure that the actions specifically targeted for low income students, foster youth and English learners are being implemented

2018-19

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

Unchanged Action
Maintain classified staff at the district office to support the staff in monitoring the actions of the LCAP to ensure that the actions specifically targeted for low income students, foster youth and English learners are being implemented

2019-20

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

Modified Action
Maintain staff at the district office to monitor the actions and expenditures of the LCAP to ensure that the actions specifically targeted for low income students, foster youth and English learners are being implemented as approved in the LCAP.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$120,000	\$124,200	\$212,836
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$40,000	\$42,800	\$86,610
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	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:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Increase communication and coordination of safety activities throughout the district in order to ensure all stakeholders are informed and to ensure that safety activities are accomplished to ensure that our low income students are provided a safe learning environment

2018-19

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

Increase communication and coordination of safety activities throughout the district in order to ensure all stakeholders are informed and to ensure that safety activities are accomplished to ensure that our low income students are provided a safe learning environment

2019-20

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

Increase communication and coordination of safety activities throughout the district in order to ensure all stakeholders are informed and to ensure that safety activities are accomplished to ensure that our low income students are provided a safe learning environment

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$5,000	\$5,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; stipend	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries

Action 7

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

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	New Action
	Implement the bully prevention program, Olweus, at all schools	Continue to implement the anti-bullying program, Olweus at all schools

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			

Budget
Reference

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Action 8

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

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 a pilot program at one elementary school using Playworks that support students' social skills	Based on the success of the pilot program using Playworks, continue the implementation of this program at Jefferson Elementary, the largest elementary school in the district

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$35,000	\$70,000
Source		LCFF	LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

Action 9

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

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 additional campus supervisors at Lennox Middle School to develop and implement strategies to decrease drug and gang violence.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$310,000

Source			LCFF
Budget Reference			2000-2999 Classified Salaries
Amount	\$0	\$0	\$160,000
Source			LCFF
Budget Reference			3000-3999 Employee Benefits

Action 10

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Action	Action	Modified Action
		Continue ongoing partnership and services with Los Angeles County Sheriff's Department and/or School Resource Officer.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$150,000

Source		LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses

Action 11

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

Action	Action	Modified Action
		Continue to provide security services to ensure a safe environment for learning (staff and/or contracted services)

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$150,000

Source		LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses

Action 12

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

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)

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
		<p>Due to the high needs of our community, students, and parents, provide one additional administrator at each elementary school and two additional administrators at the middle school to increase positive behavior supports and support instructional practices for English Learners, foster youth and low income students in ELA, math and integrated language development.</p>

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$856,608
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; assistant principals
Amount	\$0	\$0	\$236,152
Source			LCFF
Budget Reference			3000-3999 Employee Benefits

Action 13

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

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
		<p>Each school will be provided clerical staff to support, report and follow up on student attendance. The clerk will work closely with school administrators and teachers to increase student attendance and reduce chronic absenteeism</p>

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$401,131
Source			LCFF
Budget Reference			2000-2999 Classified Salaries
Amount	\$224,071	\$0	\$224,071
Source			LCFF
Budget Reference			3000-3999 Employee Benefits

Action 14

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

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 ensure positive behavior supports and increase student engagement in physical activities, additional supervision duty aides will be provided at each school.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$333,248

Source			LCFF
Budget Reference			2000-2999 Classified Salaries
Amount	\$0	\$0	\$12,154
Source			LCFF
Budget Reference			3000-3999 Employee Benefits

Action 15

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

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:

Action	Action	New Action
		<p>Due to the intense needs of our students provide additional hours for each health clerk at each school so that health needs and appropriate follow up with parents can be provided throughout the day.</p>

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$104,146
Source			LCFF
Budget Reference			2000-2999 Classified Salaries
Amount	\$0	\$0	\$49,008
Source			LCFF
Budget Reference			3000-3999 Employee Benefits

Action 16

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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
		Due to the traffic and population density of our community provide additional crossing guards to ensure students' safety when they arrive and leave school

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$93,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds:

\$16,285,042

Percentage to Increase or Improve Services:

38.68%

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](#)).

2019-20

The Lennox School District has over 95% unduplicated students. Therefore many of the actions and services are identified as increased or improved services as a result of this high unduplicated student rate. Although the majority of actions will be implemented District wide, because the District has only one middle school some of the actions are specifically targeted to the middle school. The following actions and services are identified as increased or improved services:

Goal 1 (Actions 1,2,3)

- Parent Liaisons at all schools and Parent workshops and conference/workshop attendance - due to the high number of parents who are not high school graduates and that English is not their first language, the district will provide parent liaisons to coordinate parent activities and communication through Parent Centers at each school to increase the communication between home and school as well as to build the capacity of parents to participate in the students' education. Parent workshops will be provided to develop parent leadership and provide training for parents to better understand their children's social/emotional and academic need and to learn English. These actions are principally directed toward low income students, English learners and foster youth. Research indicates that when parents of low income and EL students are involved in their students' education, students are more successful. Providing parents with access to school events and programs and frequent communication supports increased student achievement and attendance. (District wide)
- Action 4 - **Provide district translation services** to ensure that parents of our English learners and of low income students who predominately speak Spanish are able to be informed and included in their students' education. This action is principally directed to Low Income students and English learners. When non-English speaking parents are able to communicate directly with school staff they are more likely to be engaged in their children's education and participate in school and district activities. (District wide)
- Action 5 - **Provide opportunities for parents and teachers to collaborate** through participation in the District School Leadership Team; The District is striving to include parents of low income, EL and foster youth and teachers in leadership roles at various levels. When parents, teachers and administrators have a shared vision for students' success the development of plans such as the LCAP are more likely to

address the unique needs of low income, EL and foster youth. Having parents and teachers participating together on the District School Leadership Team provides an important opportunity for this collaboration to occur throughout the school year. This action is principally directed towards English learners and Low Income students in order to increase parent involvement within these unduplicated student groups.

Goal 2

Action 2

- **Math coaching support through SWUN math** - to continue to support teachers in providing lessons that are differentiated to meet the needs of low income students and English learners. The Lennox School District's student population are predominantly low income students and English learners. In order for these students to be successful with the rigorous and concept focused standards, teachers need to implement a variety of strategies to support student understanding of the the math instructional practices. CAASPP results continue to indicate that low income, EL and foster youth students struggle with problem solving and application of math concepts. This action is principally directed to meet the needs of low income students and English learners by providing targeted coaching to all elementary teachers. Coaching is an evidenced based practice that supports teachers' implementation of a variety of strategies to address the needs that low income students and English learners present when learning and applying math practices. (District wide, all elementary schools)

Actions 3 and 8

- **Develop and implement a professional development plan for teachers in the area of math** to provide instructional strategies to support English learners and low income students. A high percentage of low income students and English learners continue to perform below grade level on standards based assessments. Teachers continue to need professional development to build their capacity to address a variety of needs low income, EL and foster youth students demonstrate when learning math. This improved service is principally directed to the two targeted student groups by supporting a plan for professional development for teachers' continuous learning of a variety strategies to increase student performance in math.

Action 4

- **Provide opportunities for 5th and 6th grade teachers to collaborate and vertically articulate key math standards** -This improved service is principally directed to English learners and low income students. Providing clear articulated expectations for English learners and low income students in math as they transition from elementary to middle school is important for successful transitioning. Research indicates that when transitions from one level of school to another level of school are well articulated with all involved, low income, EL and foster youth are more likely to be successful academically and behaviorally and there is an increase in the appropriate use of instructional time focused on the continuity of the program. Furthermore when teachers are able to articulate expectations they are better prepared to support students in meeting those expectations through both first instruction and providing intervention as needed. (District wide)

Action 5

- **Provide professional development and coaching support for math teachers and elementary teachers in using specific accommodations in math to support students who are struggling readers and writers** - This increased service is principally directed towards low income students and English learners who are below grade level in reading and writing. Math standards have many language demands; low income students and English learners who are reading and writing below grade level need strategies and accommodations in math so that they can continue to learn math concepts and demonstrate an understanding of these concepts in spite of their challenges in

reading and writing. Coaches will support teachers on measuring progress using grade level formative assessments to show mastery towards math standards and language fluency standards. (district wide)

Action 6

- **Purchase and implement IXL Math Support Program** - This research based math support program will be purchased and implemented in Lennox Middle math classes and is principally directed towards improving targeted support and intervention for low income students. Low Income students at Lennox Middle school continue to demonstrate achievement gaps in math. This program will provide low income and EL students with an increased opportunity to learn and practice math concepts at different levels. The effectiveness of this program will be measured by the demonstration of a reduced achievement gap as well as increased math achievement. (school-wide)

Action 9

- **Provide consumable math materials** for all students in grades K-5. In order to provide access to math materials to students who may not have access to computers outside of school, consumable math materials will be provided. This is a increased service principally directed toward low income students, English learners and foster youth. Supplemental math materials will be effective in providing additional practice that supports students in mastering math grade level standards.

Goal 3

Action 3

- **A committee of teachers will identify specific strategies that are aligned to the ELPAC** that will support EL students in English and reclassification. This increased service is principally directed towards English learners. Teachers who have an understanding of the ELPAC understand the types of strategies that should support students in successfully demonstrating progress in acquiring English and are best equipped to identify specific strategies that can be used to build listening, speaking, reading and writing skills across all content areas . (District wide)

Action 4

- **Design a coaching and professional development plan to address the needs of diverse learners in achieving the ELA standards.** This action is principally directed towards English learners, low income students and foster youth. Evidence indicates that improved student achievement is directly related to a well planned coaching and professional development plan that provides targeted support to teachers based on the unique needs of low income and EL students. Coaches will assist teachers on reflecting on ELD/ELA walk through data to improve their instruction. This is an improved service to ensure a comprehensive plan is developed to support and train teachers to have the tools and strategies needed to support targeted students in achieving the rigorous standards.

Goal 4

Action 1

- **The implementation and growth of the AVID program** - Students from a predominately low income community frequently have parents and guardians who have not attended college. AVID is an evidenced based program that is intended to provide such students with skills and strategies to see the possibilities of attending college. The District is committed to providing students with a college going culture and providing AVID in grades K-8 that offers a specific program and identified strategies that will support students in meeting this goal. Elementary students will experience AVID through their classroom teachers by the implementation of Writing, Inquiry, Collaboration, Organization and Reading (WICOR) strategies while middle school school students will also receive WICOR strategies in their content classes but will also have the additional AVID support of AVID electives. (District-wide)

Action 3

- **Support specific school actions related to LCAP Goals** - Low income, EL and foster youth participate in increased afterschool support and use of supplemental technology and instructional materials. Underperforming low income and EL students need additional language and academic supports to meet rigorous standards at all grade levels. Afterschool programs designed by site leadership teams including tutoring and supplemental materials provide extended learning opportunities at each school site. Effectiveness will be measured by increased mastery on local assessments and increased confidence in the classroom.

Action 4

- **Implement a collaboration model at the elementary school** - Research indicates that when teachers have identified time to professionally collaborate using data, planning differentiated lessons and identifying best practices, student achievement improves. Using four PE teaching teams (teachers and aides), classroom teachers will be released weekly to collaborate in grade level teams; teachers will analyze data, collaborate on lesson design and develop strategies for supporting low income students, foster youth and English learners in achieving the California State Standards. District TOSA/Coaches will be available to work with teachers during their collaboration time. This collaboration continues to be effective as evidenced through highly developed lessons that integrate language and content standards. (District wide, all elementary schools)

Actions 5,6

- **Supplemental instructional programs for English learners** - English learners frequently need additional support in order to ensure the highest level of achievement in the rigorous expectation of the California Standards. The majority of the English learners in Lennox who are not reclassified are due to their lack of adequate achievement in math and ELA. Using the core materials and the staff available to all students is often not adequate in meeting their needs. In some cases English learners need more instructional time than their native English speaking peers to achieve the same standards. Therefore the District will provide a variety of supports for English learners in order to ensure that they are having the greatest access to the core instructional program; bilingual instructional aides will be provided at each school to support those students at the lowest level of English acquisition in gaining access to the core instructional program within the classroom, a summer program targeting English learners will be offered to address those students at risk for not being reclassified in a timely fashion and the purchase of supplemental materials to support students in ELD and ELA will provide students with a different approach to learning the standards. These increased and improved actions and services are principally directed toward English learners. English learners in Lennox will continue to benefit in core instruction with the support of instructional assistants as a result of these assistants providing support in students' primary language as the students continue to become proficient in English. The effectiveness of these actions will be determined by continued increase in our reclassification rate, the performance of English learners in ELA and math on local and state measures. (District wide)

Action 7

- **Categorical Project Assistants at each school** - Categorical project assistant(s) will be provided at each school. Their role will be to support the intervention programs, collect on- going data, support the reclassification process and support parent liaisons with parent outreach. Having these positions will allow the parent centers and the intervention programs to operate more efficiently and effectively for the low income, EL students. This position provides improved services that are principally directed toward English learners and low income students. Intervention data provided by categorical project assistants assist grade level teams to effectively reflect on the impact of intervention programs addressing underperforming low income and EL student groups. (District wide)

Action 8

- **Provide technology devices for student access** - Low income students do not have routine access to technology. Providing students with access to technology is important for students to achieve 21st Century Skills and to have alternatives to traditional learning opportunities which will increase student engagement. It is necessary for the District to provide and replace technology devices with a goal to provide one to one access for low income students since there is limited access to in their homes and community. This increased action is principally directed to low income students. (District wide)

Actions 10,23

- **Implementation of career pathways such as Engineering, business and leadership** - Low income students often are not familiar with college and career possibilities. As part of the District's effort to provide college and career readiness for high poverty K-8 students the District will offer a variety of career pathways at different schools so that students can experience these pathways. Depending on the pathway students may receive instruction in a lab setting or within the classroom. Professionals from engineering and business along with classroom teachers will effectively provide low income students opportunities that will engage them in higher level thinking and application of science, math and English standards and prepare them for college and career readiness. These increased and improved actions are principally directed toward low income students. (District wide)

Action 13

- **Implement Dual Immersion Program - Students from a predominately low income community frequently have parents and guardians who have not attended college and are not fluent in English.** Research indicates that English learners acquire English when their first language is well developed. The District offers a dual immersion program in grades K-8. The District will provide professional development to teachers serving the students in the Dual Immersion program to increase their strategies so that English learners will successfully achieve in both English and Spanish. This increased action is principally directed toward English learners. Effectiveness will be measured by improved reclassification rate and completion of the dual language program in 8th grade, which will increase college and career readiness when dual language students transition into high school. (District wide)

Action 15

- **Reduced class size for all grades K-8** - Lennox School District has had smaller class sizes for many years as a result of QEIA. The Board and the community value smaller class sizes. Providing smaller class sizes continues to allow teachers to better provide for the high academic and social/emotional needs of low income students and the large number of English learners; lower class sizes provide teachers the opportunity to flexibly group students on a daily basis in both math and ELA to provide tiered instruction; providing tiered instruction creates structures for teachers to re-teach and pre-teach skills and concepts necessary for low income students and English learners to be successful in achieving the academic core. Students will additionally experience more personalized educational experiences. This improved action is principally directed towards English learners and low income students. The class sizes in each grade span (k-1, 2-3, 4-5 and 6-8) have been reduced through an agreement documented in a Memorandum of Understanding (MOU) with the association and the Board of Education. This MOU is due to expire in 6/20. (District wide)

Action 17

- **Professional development for teachers on instructional strategies to differentiate instruction** - Low income students and English learners need to have instruction planned for them to increase access and engagement in learning. Universal Design for Learning is a researched based framework for planning learning experiences that address the unique needs of learners and prevent the need for pull out intervention when fully implemented. Teachers will receive training in Universal Design for Learning that will facilitate the design of instruction, curriculum and assessment to meet the learning needs of low income students and English learners. This is an improved service that is principally directed towards English learners and low income students. (District wide)

Action 18

- **Provide LMS and Moffett with the opportunity to participate in the Leader in Me Program.** This increased service will provide low income students with an opportunity to develop leadership skills that will allow them to have greater connection to school and support the college going culture. Students who develop leadership skills are more likely to experience success in school and are more self directed. Providing low income students with a program that teaches specific leadership and self-advocacy skills will empower students to articulate their needs and inform instructional practices to support their achievement.

Action 21

- **Provide instructional assistants to support struggling low income learners in accessing core content areas such as science and social studies** - Low income students respond to small group, personalized instruction. To provide these opportunities, instructional assistants will be available so that teachers can provide small group instruction and other targeted supports in the classroom while other students in the classroom are monitored and supported by the instructional assistant. Low income students are often not exposed to books, literature and real world experiences at a young age and come to school with language and vocabulary barriers that lead to low achievement. Instructional aides can help support some of their limited exposure by allowing small groups to dig deeper and bridge the gap between prior experiences and the effect is has on student success. This is an increased service that is principally directed towards low income students. The effectiveness of this action will be measures by increased student achievement on state and local content and language assessments. (District wide)

Action 22

- **Leadership teams from Jefferson and Huerta will participate in a LACOE UDL leadership pilot program** - Universal Design for Learning is a researched based educational framework which has efficacy in designing learning experiences for low income students and English learners. In order to implement UDL in a systematic fashion, two schools will continue to participate in a LACOE Pilot Universal Design for Learning Leadership Academy to develop and implement a school-wide implementation plan for Universal Design for Learning. The pilot is a three year program that the principal, teachers and coaches will participate in. Universal Design for Learning provides a framework for teachers to plan lessons that address anticipated barriers students may have learning rigorous state standards. Low income students and English learners frequently experience gaps in background knowledge and vocabulary that prevent them from successfully achieving core standards. When fully implemented UDL will support teachers in planning lessons that remove these and other barriers so that students are more successful with tier 1 instruction and reducing the need for providing intervention after the lesson(s) have been taught. This improved service is principally directed towards English learners and low income students. The effectiveness of this action will be demonstrated by an increase in student achievement particularly in language arts for English learners and low income students (School wide)

Action 23

- **Business program** - providing an additional career pathway option with a focus in business will offer low income, EL and foster youth students at Lennox Middle School with an opportunity to understand the connection of math and social studies standards to real life situations. Providing meaningful academic opportunities that allow students to make personal connections as well as understanding the purpose of learning specific skills and concepts to their importance to potential careers, is an evidence based strategy that is an increased service principally directed towards low income students. Many low income students often come to school with little exposure to the connection of school to college and career. They have few professional role models available to learn from. Career programs will offer them awareness, guidance and support to explore career choices. The effectiveness of this program will be measured through project based learning assignments such as the development and implementation of a business plan and increased awareness of college and careers. (school-wide)

Action 24

- **ELD professional development** - providing professional development for teachers in better understanding the connection of the ELD and ELA standards with a focus on the writing standards will further support the increased achievement of English learners in both academic core classes as well as acquiring English. This is an improved service that is principally directed towards English learners. When teachers develop a better understanding of how the ELA and ELD standards are related and specific strategies for making those connections with students the effect for English learners will be an increase in their ELA performance as well as increasing their English proficiency each year as measured by the ELPAC.(district-wide)

Action 25

- **Provide district and site level support for implementing technology** at each school to ensure that low income, EL and foster youth students have adequate opportunities to access technology for instructional purposes. Having technology support both at the school site level and at the district level will support the increased amount of instructional programs both implemented for core and intervention that rely on technology. This is an improved service that is principally directed to low income, foster youth and English learners to ensure that technology tools and the network are readily available to be used by students and to support student learning. Many low income students do not have regular access to technology at home and are at a clear disadvantage. Our low income pupils need technology to access books, teaching apps, virtual field trips, and access to the outside world through the internet. The effectiveness of this action will be measured through increased opportunities and participation in blended learning and increase modalities to increase language fluency.

Action 26

- **Provide teachers on special assignment** to support teachers and schools in the areas of instructional technology, English learners, assessment and core subjects. Providing teacher to teacher support and coaching is an evidence based practice that when implemented strategically has demonstrated positive impact on student learning and behavior. This is an increased service that is principally directed towards low income students, foster youth and English learners and supports the instructional needs of our diverse learners. These positions will continue to provide coaching and build the capacity of the teaching staff to address the needs of low income, EL and foster youth students. These needs include technology integration, integrated ELD strategies, mathematical practices and writing and reading fluency. TOSAS's will reinforce collaboration among grade levels and departments and the use of local assessments to drive data-driven instructional decisions that will in turn effectively increase student achievement for low income, EL and foster youth.

Action 27

- **Provide library technicians at all schools** to allow libraries to be open and available to students throughout the day as well as during extended times. There is an increased expectation that students understand how to use and manage resources. School libraries in Lennox are one of the few places that students have opportunities to interact with a variety of resources and reading materials. This action is principally directed towards low income students and is an improved service. Low income students in Lennox do not routinely have access to a library during the school day or before or after school; library technicians will allow this to occur by providing access to technology, research tools and age appropriate reading materials. An evidence based practice of providing increased access to school libraries will contribute to increases academically for low income pupils. This will be demonstrated through increased mastery of grade level standards.

Action 28

- **Provide time within the school day for teachers at Lennox Middle School to collaborate**, review data and use data to determine areas of need and develop strategies to address these needs. Research indicates that when teachers collaborate using data to develop learning experiences for students to address content standards, the instruction is more responsive to meet students' needs. This action is principally directed toward low income students, English learners and foster youth and is an improved service that will provide specific time each day for teachers to engage in planning learning experiences to better address the needs of targeted students. Currently 27% of our middle school are meeting or exceeding standards on the ELA state assessment and 20% in mathematics. Our data indicates that planning and collaboration

gives teachers opportunities to enhance student learning by developing higher level thinking questions and developing and/or sharing of new strategies to address the learning gaps of low income and EL students and foster youth. The effectiveness of this action will be measured through well developed lessons that address the needs of low income, EL and foster youth students and result in increased student engagement and achievement on local and state assessments.

Goal 5

Action 1

- **Provide district staff to support the needs of foster youth, homeless and students with mental health needs** - The Lennox community has a high density of low income students who in some cases are foster youth and homeless and many of them have mental health needs. These students require a number of services to support their social/emotional and academic needs, therefore having dedicated staff to coordinate these services within and outside the school and district, is critical to the academic, social/emotional and behavioral success of these students. It is important that services for these students are coordinated. To ensure "wrap around" services are provided a District coordinator will provide information to all staff, coordinate services with other community partners, provide communication to families and ensure that high need students' education are uninterrupted and supported as needed. This improved service is principally directed toward foster youth and low income students. (District wide)

Action 2

- **Implement a District wide GATE program supporting low income high achieving students in grades 4-8 that focuses on science, technology and art that may include field trips, additional materials and extended instructional time (spring and summer academies and enrichment activities)** - In Districts that primarily work with low income students, insuring that students who are high achieving are identified and served is often a challenge given the amount of time and attention given to closing the achievement gap. Low income students often have limited experiences outside of school to enrichment activities. Enrichment activities and materials will lead to increased comprehension, writing opportunities and peer interactions for high achieving low income students. Providing additional instructional programs for low income high achieving students supports the district's goals of providing a college and career readiness culture, establishing high expectations for all students and developing a sense of possibilities for students is needed. Providing enrichment activities and extended learning opportunities are evidence based practices that are an increased service principally directed toward low income students. The success of this action will be determined by an increase identification of high achieving students and these students increased participation in programs and services for high achieving students. (District wide)

Action 3

- **Provide opportunities for low income students to be engaged in visual and performing arts to increase their engagement in the core academic program, to increase attendance and to support a positive school culture** - Research supports that when low income students have opportunities to be involved in visual and performing arts it increases academic achievement and for some students is the key to creating positive attendance habits. Students will receive a variety of opportunities, some grade level specific, to participate in specific visual and performing arts instruction and activities. This increased action is principally directed towards low income students. Some low income students may not have access to hands-on music or arts materials in their homes. This action will enhance instruction by providing activities and materials in the area of the arts that will increase student attendance and engagement. (District wide)

Action 4

- **College field trips for all students in grades 6-8** - Low income students typically do not have opportunities to experience visiting a college or understand what a college going culture is. A high priority for the District is to provide a college going culture for low income students and English learners. When students have the opportunity to visit different types of two and four year colleges they are able to

have an experience that supports the concept of going to college. Therefore all low income students and English learners in grades 6-8 will participate in at least one college field trip annually. Providing students with an opportunity each year to experience college life is an increased service that is principally directed towards low income students and will effectively increase college and career readiness. (District wide)

Action 5

- **5th grade students attend Outdoor Education** - Low income students are unable to participate in an Outdoor Education experience due to the cost to participate. Outdoor education provides students with experiences of how the California Standards can be applied to "real life" situations. All low income 5th grade students will have an opportunity to attend Outdoor Education and participate in a program that supports the application of the California Common Core Standards standards. Providing "hands-on" educational experiences through Outdoor Education is an increased action that is principally directed towards low income students that will contribute to increased achievement on more higher depth of knowledge standards. (District wide, elementary)

Action 6

- **Implement MTSS** - The District's low income students, English learners and foster youth need differentiated tiers of support academically, socially/emotionally and behaviorally. Many of these students have gaps in achievement due to a lack of experience, the increased language demands of the standards and limited background knowledge. Additionally many students in Lennox lack important social and behavioral skills to respond to a variety of school demands. Lastly many students in Lennox have experienced some level of trauma that requires school staff to provide specific strategies and supports to allow these students to successfully participate in school. These tiered levels of support require they be coordinated with clearly defined entrance and exit criteria for each tier. In order to provide the appropriate levels of support for low income and English learner students and foster youth, the District will transition all schools from RTI to MTSS with a focus on using data to determine students' needs and to provide improved structures and systems that will allow for support to be provided in a systematic manner. The implementation of multi-tiered systems of support is a research based model that will improve services. The effectiveness of this action will be measured by increased student achievement and decreased absenteeism and suspension. (District wide)

Action 8

- **Provide counseling services** - The District recognizes that reducing and treating trauma is important for low income students, foster youth and English learners to be academically successful. Due to the high poverty and intense needs of the students and their families additional counseling services are needed (group and individual as well as on-going work with families) at each school to address the social/emotional and academic needs of low income, foster youth and English learners to ensure that they are fully able to academically achieve as high as possible. Students will receive additional small group and individual counseling that will allow them to be more engaged in learning. Providing counseling services is an increased and improved service that is principally directed towards low income students, English learners and foster youth. Counselors will support students' mental health, behavior, and engagement. Research shows that having dedicated staff members devoted to students' mental health contributes to improved student academic outcomes and leads to increased attendance of low income students. (District wide)

Goal 6

Action 4

- **Implement strategies that will address implementing a positive school culture** - Low income students are impacted when a school provides a positive school culture that will lead to increased student engagement, attendance and reduce suspensions. Low income students in Lennox often come to school with social-emotional and behavior challenges such as bullying, absenteeism and attention issues. School wide academic and behavior expectations and supports will provide strategies for prevention of problem behaviors that interfere with

learning. School wide behavior expectations will be established, celebrations of positive behavior will occur and tiered support will be provided for students needing additional structures for them to be successful in school. The implementation of a positive behavior intervention support system and the use of restorative practices are researched based improved services that are principally directed toward low income students. This support will effectively lead low income students to have increased attendance and academic and social progress. Implementing these strategies will inform the district and schools regarding the interventions and other supports that are needed. (School wide)

Action 5

- **Provide support staff at the District office** - The District receives a substantial amount of supplemental and concentration funds. In order to support administration in gathering data and monitoring the implementation of the actions in the LCAP to ensure these actions are being implemented according to the plan, additional staff is needed. Creating a system of monitoring and providing staff responsible for collecting documentation that the LCAP actions are being implemented to increase or improve services that will ensure low income students, English learners and foster youth are receiving the services and supports that will positively impact student achievement. (District wide)

Action 6

- **Increase communication among all staff, parents and students regarding safety activities** - providing safe learning environments for our unduplicated student population is a high priority of the District, therefore a stipend is provided for an employee to ensure all stakeholders are aware and included in the communication of areas related to safety. Research shows that trauma can have negative consequences on student learning. For many low income, EL and foster youth students, school is the safest place. Increased communication and safety activities help alleviate stress and anxiety associated with trauma. (District wide)

Action 8

- **Continue to implement the evidence based program, Playworks** at one elementary school that will be principally directed toward low income students. Low income students in Lennox need a sense of community and teamwork to overcome peer conflicts and embrace inclusion and kindness through safe and healthy play. Playworks is an evidence based program that will provide this for students. When low income students are able to engage appropriately with each other on the playground it impacts the behavior in the classroom. This increased service will provide students with a structured program during recesses that will support students in applying appropriate social skills on the playground with adult support and mediation when needed. The effectiveness of this program will be determined by fewer office referrals, less time used by classroom teachers addressing conflicts on the playground and more engaged students in social situations.

Action 9

- **Provide additional campus supervisors at Lennox Middle School** to implement strategies that will decrease drug and gang violence. Lennox Middle is a large urban middle school with negative outside influences that impact students' learning. This action is principally directed towards low income students to ensure that a positive and healthy environment where supports for students to make good choices is provided. This will be effective in increasing students' sense of safety so they can learn in a risk free environment. This action will be measured by a decrease in suspension and office discipline referrals.

Action 10

- **Continue to contract with the Los Angeles County Sheriff to ensure students with safe passage to and from school.** This increased service is directed toward low income students and is needed as a result of increased drug and gang violence in the community. To increase attendance and student well-being it is necessary to insure that students feel safe when they are going to and from school. This action provides a safer environment for students and also an opportunity for them to experience a positive connection with officers. The

effectiveness of this action will be measured by how safe low income students feel at school and on their passage to and from school as measured by our district's yearly LCAP survey.

Action 11

- **Continue to provide a contract for security to ensure all campuses are safe for learning.** Research indicates that if students do not feel safe or are not safe, learning and achievement is impacted. Due to the increased drug and gang violence in the community, additional security services are needed to be contracted to provide a level of safety that is needed to support a learning environment. This action is principally directed towards low income students and is an increased service needed due to increased drug and gang violence in the community. The effectiveness of this action will be measured by how safe students feel at school per our district's yearly LCAP survey.

Action 12

- **Provide one additional administrator at each elementary school and two additional administrators at the middle school** to support the multiple needs of students and families at each school. This action is principally directed towards low income students, English learners and foster youth. This is an increased service that will provide additional support to students and families. Having additional administrative support will allow staff to respond to the needs of students, parents and teachers in a more timely fashion and will allow the schools to provide more personalized support. Assistant principals will support instructional initiatives, parent engagement and behavior supports of low income students, English learners and foster youth. This action is effective in decreasing the administrator- teacher ratio and administrator- student ratio, thus increasing support for increased academic achievement and social emotional learning.

Action 13

- **Provide attendance clerks at each school** who will monitor student attendance and chronic absenteeism. These clerks will provide follow up with parents and guardians when students are not in school and will support certificated staff in tracking student attendance progress. Physically being present in school is one of the most basic conditions for a student's success – if students are not in school, they are not learning what is being taught and could be falling behind and at risk for retention. This action is principally directed towards Low Income students and is an improved service. Student attendance is important and assigning staff to support, report and follow up on attendance and chronic absenteeism will increase student attendance. The effectiveness of this action will be measured by decreased chronic absenteeism and an increase on daily average attendance.

Action 14

- **Increase supervision duty aides at all schools** to support a positive school culture where they can learn and thrive and to provide increased opportunities for students to physically participate outside. Students in Lennox often have limited experience with outdoor play which contributes to increase stress, poor attitudes, and decreased concentration. This action is principally directed towards low income students, English learners and foster youth and is an increased service to ensure students are making positive choices and getting the necessary outdoor physical activity they need. As a result of students participating in a healthy school environment students will be more engaged in learning. The effectiveness of this action will be measured by increased organized play experiences and enhanced student -school connectedness per our district's yearly LCAP survey.

Action 15

- **Provide additional hours for each health clerk.** Many students in Lennox have intense health needs such as diabetes, obesity and anxiety. In order to address these needs, this action, which is an increased service, principally targeted towards low income students and foster youth, will ensure that students health needs are being met and that follow up with families is occurring. Our health clerks also assist families in meeting their mental and physical health needs, through outreach and referral. They assist students and their families in accessing

available community resources, and services, and assist in the completion of applications to access health, social and community services. In return when student health needs are addressed student attendance is increased.

Action 16

- **Provide additional crossing guards to ensure students' safety on their way to and from school.** This is an increased service principally directed towards low income students to address the density, traffic and crime in the community and to ensure that safe passage to and from school is provided. Additional crossing guards assist in maintaining a safe and orderly environment. This action is effective in increasing students' sense of safety so they can learn in a risk free environment as measured by our district's yearly LCAP survey .

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds:

\$16,558,904

Percentage to Increase or Improve Services:

39.88%

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](#)).

2018-19

The Lennox School District has over 95% unduplicated students. Therefore many of the actions and services are identified as increased or improved services as a result of this high unduplicated student rate. Although the majority of actions will be implemented District wide, because the District has only one middle school some of the actions are specifically targeted to the middle school. The following actions and services are identified as increased or improved services:

Goal 1 (Actions 1,2,3,4,5)

- Parent Liaisons at all schools and Parent workshops and conference/workshop attendance - due to the high concentration of low income students and the large number of English learners as well as the high number of parents who are not high school graduates and that English is not their first language, the district will provide parent liaisons to coordinate parent activities and communication through Parent Centers at each school to increase the communication between home and school as well as to build the capacity of parents to participate in the students' education. Parent workshops and conferences will be provided to develop parent leadership and provide training for parents to better understand their children's social/emotional and academic need and to learn English. These actions are principally directed toward low income students, English learners and foster youth. Research indicates that when parents are involved in their students' education, students are more successful. Providing parents with access to school events and programs and frequent communication continues to support this effort. (District wide)

Goal 2

Action 2

- **math coaching support through SWUN math** - to continue to support teachers in providing lessons that are differentiated to meet the needs of low income students and English learners. The Lennox School District's student population are predominantly low income students and English learners. In order for these students to be successful with the rigorous and concept focused standards, teachers need to implement a variety of strategies to support student understanding of the the math instructional practices. CAASPP results continue to indicate that students continue to struggle with problem solving and application of math concepts. This action is principally directed to meet the needs of low income students and English learners. Providing targeted coaching is an evidenced based practice that supports teachers in implementing a variety of strategies to address the diverse needs that low income students and English learners present during math. (District wide, all elementary schools)

Action 3

- **Math intervention teacher at the middle school** - providing additional instructional time within the school day is an evidence based practice that will provide targeted instruction in math to specifically address the academic performance of low income students and English learners in math. CAASPP results for students in grades 6-8 continue to indicate that students are struggling with the demands of the concepts required of the math standards. Although tutoring and other after school support has been provided, it is has been determined that providing an additional period of math instruction with a focus on "filling in" the important math concepts for students to be successful in their current math courses as well as providing an opportunity for students to have concepts re-taught and pre-taught is necessary to address the serious achievement gap in math that particularly exist with low income students and English learners. (District wide, all elementary schools)

Action 5

- **District math TOSA/coach to provide support to teachers** - to provide support to elementary teachers and middle school math teachers in analyzing data and creating lessons that meet the needs of low income students and English learners. Math achievement for low income students and English learners, as measured by state and local assessments, indicate that the majority of these students are not meeting grade level standards. In order for these students to increase their achievement, teachers must be able to specifically identify the areas of need and identify specific strategies and instructional materials that will target these needs for students in math. The District math TOSA/Coach will provide this support to teachers individually and working with the math department at LMS and specific grade levels at the elementary level. Once the need has been identified and strategies and materials have been selected the Math TOSA/Coach will work with teachers in their classroom to implement these strategies. This increased service is principally directed to support low income students and English learners. (District wide)

Action 8

- **Provide opportunities for 5th and 6th grade teachers to collaborate and vertically articulate key math standards** - This action is principally directed to English learners and low income students. Providing clear articulated expectations for English learners and low income students in math is important for a successful transition to middle school. Research indicates that when transitions from one level of school to another level of school are successful students are less at risk for dropping out, and exhibiting inappropriate behaviors. Furthermore when teachers are able to articulate expectations they are better prepared to support students in meeting those expectations through both first instruction and intervention. This action provides an improved services for low income students and English learners. (District wide)

Action 9

- **Provide professional development and coaching support for math teachers and elementary teachers in using specific accommodations in math to support students who are struggling readers and writers** - This action is principally directed towards low income students and English learners who are below grade level in reading and writing. Math standards have many language demands; low income students and English learners who are reading and writing below grade level need strategies and accommodations in math so that they can continue to learn math concepts. This is an increased action to address these specific needs identified. (district wide)

Action 10

- **Provide a .5 FTE math coach** -This action is principally directed towards low income students to provide more support for teachers to implement the California Math Standards and mathematical practices with these students; a part time coach will be located at Lennox Middle School. As part of the District's effort to provide highly focused support for the majority of low income students and English learners, additional coaching support will be provided at Lennox Middle School to closely analyze data, research alternative instructional strategies and instructional materials and support the implementation of these strategies to differentiate instruction. The District Math TOSA/Coach will work closely with the school math coach (School-wide), This is an improved service for low income students, English learners and foster youth. (school-wide)

Action 11

- **Purchase and implement IXL Math Support Program** - This research based math support program will be purchased and implemented at Lennox Middle math classes and is principally directed towards improving targeted support and intervention for low income students. Low Income students at Lennox Middle school continue to demonstrate achievement gaps in math. This program will provide students with an increased opportunity to learn and practice math concepts with different instructional strategies. The effectiveness of this program will be measured by the demonstration of a reduced achievement gap as well as increased math achievement. (school-wide)

Goal 3

Action 3

- **Purchase of Lexia, a reading intervention program for elementary students** - Based on CAASPP results and local assessments, a high percentage of our low income and English learners are reading below grade level. In order to provide additional structured support beyond the core ELA program, Lexia, a researched based reading support program, will be used by the reading intervention teachers at the elementary level. Students will receive the core ELA program with their classroom teacher and receive instruction using Lexia to provide additional and different strategies to address the gaps in their reading and comprehension. This action is an improved service that is principally directed towards low income students and English learners. (District wide, elementary)

Action 4 -

- **A committee of teachers will identify specific strategies that are aligned to the ELPAC** that will support EL students in English and reclassification (District wide)

Goal 4

Action 2

- **The implementation and growth of the AVID program** - Students from a predominately low income community frequently have parents and guardians who have not attended college. AVID is a researched based program that is intended to provide such students with skills and strategies to see the possibilities of attending college. The District is committed to providing students with a college growing culture and providing AVID in grades K-8 offers a specific program and identified strategies that will support students in meeting this goal. Elementary students will experience AVID through their classroom teachers by the implementation of Writing, Inquiry, Collaboration, Organization and Reading (WICOR) strategies while middle school school students will also receive WICOR strategies in their content classes but will also have the additional AVID support of AVID electives. (District-wide)

Action 4

- **Support specific school actions related to LCAP Goals** - funds provided will support schools with specific actions related to the following: before/after school support, software and other applications to supplement core instruction and technology for students to access supplemental programs; these increased or improved services are principally directed towards low income students, foster youth and English learners (District wide)

Action 5

- **2 FTE English learner specialists** - English learners are required to meet the content achievement standards and acquire English. There continues to be a gap in the achievement in math and ELA on CAASPP and local assessments. Although reclassification rates remain high, there is a continued need to provide support to all staff in the implementation of designated and integrated ELD. To ensure English learners are making adequate progress in acquiring English the District will increase services for English learners by providing
- English learner specialists who will work with staff to analyze data and to implement appropriate and research based strategies for both designated and integrated ELD; the EL specialists will also provide support for the implementation of a dual immersion program to ensure it remains rigorous and students achieve in both English and Spanish. This increased service is principally directed towards English learners to insure they are will be academically successful and reclassify. (District wide)

Action 6

- **Implement a collaboration model at the elementary school** - Research indicates that when teachers have identified time to professionally collaborate using data, planning differentiated lessons and identifying best practices, student achievement improves. Using four PE teaching teams (teachers and aides), classroom teachers will be released weekly to collaborate in grade level teams; teachers will analyze data, collaborate on lesson design and develop strategies for supporting low income students, foster youth and English learners in achieving the California State Standards. District TOSA/Coaches will be available to work with teachers during their collaboration time. This collaboration is an increased action that is principally directed toward meeting the needs of our low income students. (District wide, all elementary schools)

Action 7

- **Instructional Technology Specialist to support the integration of technology to support diverse learners** - Students have access to technology in various forms. Low income students and English learners require a variety of pathways to access learning. The effective use of technology has been proven to increase student engagement and provide opportunities for students to receive information in alternative formats and express their learning in different ways. To provide teachers and students with support in integrating technology in a variety of learning environments so that low income students and English learners are engaged in learning, remain on a path for college and career readiness and receive 21st Century Skills an Instructional Technology Specialist will work directly with teachers. This improved service is principally directed toward low income students and English learners. (District wide)

Actions 8,9,10

- **Supplemental instructional programs for English learners** - English learners frequently need additional support in order to ensure the highest level of achievement in the rigorous expectation of the California Standards. The majority of the English learners in Lennox who are not reclassified are due to their lack of adequate achievement in math and ELA. Using the core materials and the staff available to all students is often not adequate in meeting their needs. In some cases English learners need more instructional time than their native English speaking peers to achieve the same standards. Therefore the District will provide a variety of supports for English learners in order to ensure that they are having the greatest access to the core instructional program; bilingual instructional aides will be provided at each school to support those students at the lowest level of English acquisition in gaining access to the core instructional program within the classroom, a summer program targeting English learners will be offered to address those students at risk for not being reclassified in a timely fashion and

the purchase of supplemental materials to support students in ELD and ELA will be considered to provide students with a different approach to learning the standards. These increased and improved actions and services are principally directed toward English learners. English learners in Lennox will continue to benefit in core instruction with the support of instructional assistants as a result of these assistants providing support in students' primary language as the students continue to become proficient in English. The effectiveness of these actions will be determined by continued increase in our reclassification rate, the performance of English learners in ELA and math on local and state measures. (District wide)

Action 10

- **Categorical Project Assistants at each school** - due to the large numbers of low income students and English learners, a categorical project assistant(s) will be provided at each school. Their role will be to support the intervention programs, collect on going data, support the reclassification process and support parent liaisons with parent outreach. Having these positions will allow the parent centers and the intervention programs to operate more efficiently and effectively for the targeted students. This position provides improved services that is principally directed for English learners and low income students. (District wide)

Action 11

- **Provide technology devices for student access** - Low income students do not have routine access to technology. Providing students with access to technology is important for students to achieve 21st Century Skills and to have alternatives to traditional learning opportunities which will increase student engagement. It is necessary for the District to provide and replace technology devices with a goal to provide one to one access for low income students since there is limited access to in their homes and community. This increased action is principally directed to low income students. (District wide)

Actions 13,25,26

- **Implementation of career pathways such as Engineering, Dentistry and Leadership** - Low income students often are not familiar with college and career possibilities. As part of the District's effort to provide college and career readiness for high poverty K-8 students the District will offer a variety of career pathways at different schools so that students can experience these pathways. Depending on the pathway students may receive instruction in a lab setting or within the classroom. Professionals from engineering, dentistry and leadership along with classroom teachers will provide low income students these opportunities that will engage them in higher level thinking and application of science, math and English standards and prepare them for college and career readiness. These increased and improved actions are principally directed toward low income students. (District wide)

Action 14

- **K-8 English Language Arts TOSA/Coach** - to provide support to elementary teachers and middle school ELA teachers in analyzing data and creating lessons that meet the needs of low income students and English learners. Reading and writing achievement for all students as measured by state and local assessments indicate that the majority of students are not meeting grade level standards. In order for students to increase their achievement, teachers must be able to specifically identify the areas of need and identify specific strategies and instructional materials that will target these needs for students in ELA. The District ELA TOSA/Coach will provide this support to teachers individually and working with the English department at LMS and specific grade levels at the elementary level. Once the need has been identified and strategies and materials have been selected the ELA TOSA/Coach will be available to work with teachers in their classroom to implement these strategies. Coaching is a research and evidence based strategy that when used effectively supports teachers in creating instructional changes to support learners. This increased action is principally directed towards English learners and low income students. (District wide)

Action 15

- **Purchase on line subscriptions for reading** - Students from this low income community have limited fiction and non-fiction resources available to them. The California Content Standards requires that students have had multiple opportunities to read and work with a variety of reading. These on- line resources will provide supplemental reading passages that will provide differentiated levels of reading both non-fiction and fiction to aid in closing the achievement gap for low income students. This increased action is principally directed toward low income students. (District wide)

Action 16

- **Continue to implement a universal screener and progress monitoring assessment** - The low income students and English learners in the district are not achieving the standards at the expected rate. This standards aligned assessment will provide data in reading that are aligned to the California State Standards that will assist teachers in developing differentiated lessons and target intervention for low income students and English learners that will address the achievement gap. The assessment will be administered to all low income students and English learners 3 times per year to monitor student progress. For those students identified to receive intervention this assessment will be administered more frequently to ensure that the intervention being used is having the desired impact. Providing a standards based universal screener and progress monitoring assessment is an improved service that is principally directed toward low income students and English learners. (District wide)

Action 17

- **Extended learning opportunities** - Low income students have limited experiences that support their understanding of college and career possibilities. In order for students to have full access to the core instructional requirements of English, math, science and social studies, the District will provide low income students extended learning opportunities with access to other world languages (Mandarin) which will support the goal of creating a college and career culture. This increased action is principally directed toward low income students. (District wide, elementary)

Action 18

- **Implement Dual Immersion Program** - Research indicates that English learners acquire English when their first language well developed. The District offers a dual immersion program in grades K-8. The District will provide professional development to teachers serving the students in the Dual Immersion program to increase their strategies so that English learners will successfully achieve in both English and Spanish. This increased action is principally directed toward English learners.(District wide)

Action 19

- **Implement a summer program for targeted English learners not making adequate progress toward reclassification and for Newcomers** - Achievement gaps in reading and math exist with English learners, as indicated by the CAASPP and CELDT results. Providing extended learning opportunities is an effective strategy for addressing these achievement gaps. The District will offer an extended year program that targets the specific skills that English learners need to help them to reclassify. This program will provide the additional time and small group instruction that will focus on specific targeted needs; providing Newcomers extended time will provide additional instructional hours for Newcomers to increase vocabulary. This increased action is principally directed towards English learners. (District wide)

Action 21

- **Reduced class size for all grades K-8** - Lennox School District has had smaller class sizes for many years as a result of QEIA. The Board and the community value small class sizes. Providing smaller class sizes will allow teachers to better provide for the high academic

and social/emotional needs of low income students and the large number of English learners; lower class sizes provide teachers the opportunity to flexibly group students on a daily basis in both math and ELA to provide tiered instruction; providing tiered instruction creates structures for teachers to re-teach and pre-teach skills and concepts necessary for low income students and English learners to be successful in achieving the academic core. Students will experience more personalized educational experiences. This improved action is principally directed towards English learners and low income students. The class sizes in each grade span (k-1, 2-3, 4-5 and 6-8) have been reduced through an agreement documented in a Memorandum of Understanding (MOU) with the association and the Board of Education. This MOU is due to expire in 6/19. (District wide)

Action 23

- **Specialist to coordinate special projects** - Low income students and English learners are frequently under identified for programs for high achievers. A .5 FTE teacher specialist will ensure that that low income and English learners have opportunities to be identified and participate in specialized programs such as Project Stellar and programs for high achievers; as part of this TOSA's role, parent outreach will be provided so that parents are aware and understand the importance of their students participating in these programs. This action is an improves services that are principally directed towards English learners and low income students.(District wide)

Action 24

- **Professional development for teachers on instructional strategies to differentiate instruction** - Low income students and English learners need to have instruction planned for them to increase access and engagement in learning. Universal Design for Learning is a researched based framework for planning learning experiences that address the unique needs of learners and prevent the need for pull out intervention when fully implemented. . Teachers will receive training in Universal Design for Learning that will facilitate the design of instruction, curriculum and assessment to meet the learning needs of low income students and English learners. This is an improved service that is principally directed towards English learners and low income students. (District wide)

Action 27

- **Purchase Accelerated Reader to provide an incentive for reading to support increasing stamina and perseverance** - Low income students generally do not have access to books for leisure reading available outside of school. In order to provide on-going opportunities for students to be motivated to read outside of school and to increase their stamina for reading and perseverance in reading books that are at their reading level, the purchase of Accelerated Reader will provide the basis for an incentive program that will encourage students to read more, increase their comprehension and demonstrate perseverance by increasing the number of books that are read by each student throughout the year. This is an increased action that is principally directed towards low income students. (District wide)

Action 29

- **Provide a .5 FTE ELA coach** - to provide more support for teachers to implement the California ELA Standards and instructional shifts with low income students, a part time coach will be located at Lennox Middle School. As part of the District's effort to provide highly focused support for the majority of low income students and English learners, additional coaching support will be provided at Lennox Middle School to closely analyze data, research alternative instructional strategies and instructional materials and support the implementation of these strategies in order to differentiate instruction to meet the diverse needs of our students in achieving the identified focused standards. The District ELA TOSA/Coach will work closely with the school's ELA coach. Coaching is an evidence based practice that is an improved/increased action principally directed toward English learners and low income students. (School-wide)

Action 30

- **Provide instructional assistants to support struggling low income learners in accessing core content areas such as science and**

social studies - Low income students respond to small group, personalized instruction. To provide these opportunities, instructional assistants will be available so that teachers can provide small group instruction and other targeted supports in the classroom while other students in the classroom are monitored and supported by the instructional aide. This is an increased service that is principally directed towards low income students. (District wide)

Action 31

- **Leadership teams from Jefferson and Huerta will participate in a LACOE UDL leadership pilot program** - Universal Design for Learning is a researched based educational framework which has efficacy in designing learning experiences for low income students and English learners. In order to implement UDL in a systematic fashion, two school will participate in a LACOE Pilot Universal Design for Learning Leadership Academic to develop a school-wide implementation plan for Universal Design for Learning. The pilot is a three year program that the principal, teachers and coaches will participate in. When fully implemented UDL will provide support to low income students, English learners and foster youth in more successfully achieving the California Content Standards. This improved service that uses the researched based Universal Design for Learning is principally directed towards English learners and low income students. The effectiveness of this action will be demonstrated by an increase in student achievement particularly in language arts for English learners and low income students (School wide)

Action 32

- **Business program** - providing an additional career pathway option not only will offer students at Lennox Middle School with an additional career pathway but will also provide a program that will provide students with an opportunity to understand the connection of math and social studies standards to real life situations. Providing meaningful academic opportunities that allow student to make personal connections is an evidence based strategy that will be an increased service that is principally directed towards low income students (school-wide)

Action 34

- **ELD professional development** - providing professional development for teachers in better understanding the connection of the ELD and ELA standards will further support the increased achievement of English learners in both academic core classes as well as acquiring English. This is an improved service that is principally directed towards English learners. When teachers develop a better understanding of how the ELA and ELD standards are related and specific strategies for making those connections with students the effect for English learners will be an increase in their ELA performance as well as increasing their English proficiency each year.(district-wide)

Goal 5

Action 2

- **Maintain the gardening program to continue to support an understanding of healthy eating among low income students** - students from low income communities have poor diets; this action is intended to provide a "hands on" educational experience that will develop positive healthy eating habits. Students will be responsible for maintaining a garden at each school and will receive regular lessons on healthy eating and nutrition. This increased action is principally directed toward low income students. (District wide)

Action 3

- **Provide district staff to support the needs of foster youth, homeless and students with mental health needs** - The Lennox community has a high density of low income students who in some cases are foster youth and homeless and many of them have mental health needs. These students require a large number of services to support their social/emotional and academic needs, therefore having dedicated staff to

coordinate these services within and outside the school district is critical to the success of these students. It is important that services for these students are coordinated. To ensure "wrap around" services are provided a District coordinator will provide information to all staff, coordinate services with other community partners, provide communication to families and ensure that these high need students' education is uninterrupted and supported as needed. This improved service is principally directed toward foster youth and low income students. (District wide)

Action 4

- **Implement a District wide program supporting low income high achieving students in grades 4-8 that focuses on science, technology and art that may include field trips, additional materials and extended instructional time (spring and summer academies and enrichment activities)** - provide additional instructional programs for low income high achieving students supports the district's goal of providing a college and career readiness culture establishing high expectations and developing a sense of possibilities for students. Providing enrichment activities and extended learning opportunities are evidence based practices that are an increased service principally directed toward low income students. (District wide)

Action 5

- **Provide two counseling assistants at the middle school to support the counseling program at Lennox Middle School** - Low income students at the middle school level have many needs including academic, social and emotional, that need to be addressed in school. Providing counseling assistants offers more staff to address these needs. Additionally having counseling assistants who may address the less complex challenges allows the counselors to focus their attention on the more serious and complicated issues. Counseling assistants supports a multi-tiered system of support for students. Counseling assistants will help to provide individualized and group counseling services to low income students that will address the intense amount of social and emotional needs of these students. This is an increased services principally directed towards low income students. (School wide)

Action 6

- **Provide opportunities for low income students to be engaged in visual and performing arts to increase their engagement in the core academic program and to increase attendance and to support a positive school culture** -Research supports that when low income students have opportunities to be involved in visual and performing arts it increases academic achievement and for some students is the key to positive attendance habits. Students will receive a variety of opportunities, some grade level specific, to participate in specific visual and performing arts instruction and activities. This increased action is principally directed towards low income students. (District wide)

Action 7

- **College field trips for all students in grades 2-8** - Low income students typically do not have opportunities to experience a college going culture. A high priority for the District is to provide a college growing culture for low income students and English learners. Therefore all low income students and English learners will participate in at least one college field trip annually. Providing students with an opportunity each year to experience college life is an increased service that is principally directed towards low income students. (District wide)

Action 8

- **5th grade students attend Outdoor Education** - Low income students are unable to participate in an Outdoor Education experience. Outdoor education provides students with experiences of how the California Standards can be applied to "real life" situations. All low income 5th grade students will have an opportunity to attend Outdoor Education and a program that supports the application of the California Common Core Standards standards. Providing "hands-on" educational experiences through Outdoor Education is an increased action that is principally directed towards low income students. (District wide, elementary)

Action 9

- **Extended school day opportunities will be provided** - The Lennox community has a high crime rate. Low income students, foster youth and English learners do not have structured and safe options after school and do not have support to complete homework or have other enrichment opportunities. The District will provide at every school an after school program that low income students, foster youth and English learners will be able to attend to receive tutoring, homework support and enrichment opportunities in grades K-8. Providing after school programs for students is an evidence based strategy that is principally directed toward English language learners, low income students and foster youth. (District wide)

Action 10

- **Implement MTSS as a pilot** - The District's high concentration of low income students, English learners and foster youth require that coordinated systems of support will be provided. The District will begin the transition from RTI to MTSS with a focus of using data to meet students' needs to provide improved structures and systems to ensure that low income, foster youth and English learners have support both academically and socially/emotionally. As the District implements multi-tiered systems of support students will receive the needed support academically and socially/emotionally in a more responsive manner. The implementation of multi-tiered systems of support is a research based model that will improve services and is principally directed towards English learners, low income students and foster youth. (District wide)

Action 12

- **Provide additional part time counseling services** - The District recognizes that reducing and treating trauma is important for low income students, foster youth and English learners to be academically successful. Due to the high poverty and intense needs of the students and their families additional counseling services are needed (group and individual as well as on-going work with families) at each school to address the social/emotional and academic needs of low income, foster youth and English learners to ensure that they are fully able to academically achieve as high as possible. Students will receive additional small group and individual counseling that will allow them to be more engaged in learning. Providing counseling services is an increased and improved service that is principally directed towards low income students, English learners and foster youth.(District wide)

Goal 6

Action 2

- **Implement a mentoring program for boys and girls at the middle school** - In order to provide a college growing culture it is important to provide levels of support for students to develop an understanding of the benefits of attending college and the importance of key characteristics such as perseverance, dealing with failure, setting goals, etc. toward being successful in college and careers . Low income students and foster youth with social/emotional challenges respond to having a mentor that they can talk to, set goals with and explore possibilities for their future endeavors and help them to make connections to their academic growth. To provide support for low income students and foster youth with these challenges a mentoring program will be provided at the middle school. This is an increased service principally directed towards low income students. (school-wide)

Action 8

- **Implement strategies that will address implementing a positive school culture** - Low income students are impacted when a school provides a positive school culture that will lead to increased student engagement and attendance and reduce suspensions. School wide behavior expectations will be established, celebrations of positive behavior will occur and tiered support will be provided for students needing additional structures for them to be successful in school. The implementation of a positive behavior intervention support system is a

researched based model that will improve services that is principally directed toward low income students. (School wide)

Action 9

- **Implement Character Education** - Research related to providing a systematic curriculum to establish a positive school culture is particularly important when there is a high concentration of low income students. In order to provide this schools will systematically implement Character Education at all schools so that students receive instruction in character development. This will lead to a positive school climate that will lead to increased student engagement and attendance and reduce suspensions for low income students. Character Education is an evidence based program that will be an improved service that is principally directed towards low income students. (District wide)

Actions 10

- **Provide a Dean of Students at the middle school to coordinate services and support to ensure a positive learning environment is established** - Lennox Middle School is a large school with many programs to support the high number of low income students; this position is responsible for cohesively implementing the services that are available and that will positively impact students. As a result of this position, students who are most at-risk socially/emotionally will receive systematic and cohesive support which will lead to a reduction of office referrals and suspension. This increased service is principally directed towards low income students. (School wide)

Action 11

- **Provide support staff at the District office** - The District receives a substantial amount of supplemental and concentration funds. In order to support administration in gathering data and monitoring the implementation of the actions in the LCAP to ensure these actions are being implemented according to the plan additional staff is needed. Creating a system of monitoring and providing staff responsible for collecting documentation that the LCAP actions are being implemented will ensure that low income students, English learners and foster youth are receiving the services and supports that will impact student achievement. (District wide)

Action 12

- **Increase communication among all staff, parents and students regarding safety activities** - providing safe learning environments for our 96.7% unduplicated student population is a high priority of the District, therefore a stipend is provided for an employee to ensure all stakeholders are aware and included in the communication (District wide)

Action 14

- **Explore and implement a social skills program such as Second Step** - This is an increased service principally directed toward low income students using a research based social skills curriculum that will provide students with specific strategies that will support their social skill development and impact their ability to collaborate with others and respond appropriately with peers and adults. (District-wide)

Action 15

- **Pilot the evidence based program, Playworks** at one elementary school that will be principally directed toward low income students; this increased service will provide students with a structured program during recesses that will support students in applying appropriate social skills on the playground with adult support and mediation when needed. The effectiveness of this program will be determined by fewer office referrals, less time used by classroom teachers addressing conflicts on the playground and more engaged students in social situations

Estimated Supplemental and Concentration Grant Funds:

Percentage to Increase or Improve Services:

\$15,197,561

35.93%

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 Lennox School District has over 96.61% unduplicated students. Therefore many of the actions and services are identified as increased or improved services as a result of this high unduplicated student rate. Although the majority of actions will be implemented District wide because the District has only one middle school some of the actions are specifically targeted to the middle school. The following actions and services are identified as increased or improved services:

Goal 1 (Actions 1,2,3,5)

- **Parent Liaisons at all schools and Parent workshops and conference attendance** - the high concentration of low income students and the large number of English learners as well as the high number of parents who are not high school graduates and that English is not their first language, the district will provide parent liaisons to coordinate parent activities and communication through Parent Centers at each school to increase. Parent workshops and conferences will be provided to develop parent leadership and provide training for parents to better understand their children's social/emotional and academic need and to learn English. (District wide)

Goal 2

Action 2

- **math coaching support through SWUN math** - to continue to support teachers in providing lessons that are differentiated to meet the needs of low income students and English learners. The Lennox School District's student population are predominantly low income students and English learners. In order for these students to be successful with the rigorous and concept focused standards, teachers need to implement a variety of strategies to support student understanding of the the math instructional practices. CAASPP results continue to indicate that students continue to struggle with problem solving and application of math concepts. Providing targeted coaching using the will support teachers in exploring and practicing new and different strategies. (District wide, all elementary schools)

Action 3

- **Math intervention teacher at the middle school** - providing additional instructional time within the school day is an evidence based practice that will provide targeted instruction in math to specifically address the academic performance of low income students and English learners in math. CAASPP results for students in grades 6-8 continue to indicate that students are struggling with the demands of the concepts required of the math standards. Although tutoring and other after school support has been provided, it is has been determined that providing an additional period of math instruction with a focus on "filling in" the important math concepts for students to be successful in their current math courses as well as providing an opportunity for students to have concepts re-taught and pre-taught is necessary to address the serious achievement gap in math. (District wide, all elementary schools)

Action 5

- **District math TOSA/coach to provide support to teachers** - to provide support to elementary teachers and middle school math teachers in analyzing data and creating lessons that meet the needs of low income students and English learners. Math achievement for all students as measured by state and local assessments indicate that the majority of students are not meeting grade level standards. In order for students to increase their achievement, teachers must be able to specifically identify the areas of need and identify specific strategies and instructional materials that will target these needs for students in math. The District math TOSA/Coach will provide this support to teachers individually and working with the math department at LMS and specific grade levels at the elementary level. Once the need has been identified and strategies and materials have been selected the Math TOSA/Coach will be available to work with teachers in their classroom to implement these strategies. (District wide)

Action 7

- **Purchase and implement Math Space** - this is an evidence based program that will be used to support low income students and English learners in developing conceptual understanding at Lennox Middle School. Based on CAASPP results middle school students are struggling with the conceptual demands of the math core standards. This technology based program will support students both within the math class and in the intervention classes with an additional support to gain improved understanding of math concepts. (school-wide)

Action 9

- **Provide time for teachers in 5th and 6th grade to vertically articulate key math standards** - in order to provide a clear instructional focus in math specifically addressing the instructional needs of low income student, foster youth and English learners, teachers will meet to discuss and agree on the standards that must be mastered prior to students beginning middle school. Based on a review of the CAASPP results, student achievement in math is a system-wide concern. Having a clear understanding of which standards are critical for students to master will ensure that students will receive adequate instruction in those standards that require problem solving, analysis and application of mathematical skills and concepts. This work will support equal access to these critical standards across the district which in turn will support the closing of the achievement gap that currently exists with these groups of students. These focus standards will be the ones that the District Math TOSA/Coach and the SWUN coaches will support with classroom and formative assessment practices. (District wide)

Action 11

- **Provide a .5 FTE math coach** - to provide more support for teachers to implement the California Math Standards and mathematical practices with low income students, a part time coach will be located at Lennox Middle School. As part of the District's effort to provide highly focused support for the majority of low income students and English learners, additional coaching support will be provided at Lennox Middle School to closely analyze data, research alternative instructional strategies and instructional materials and support the implementation of these strategies in order to differentiate instruction to meet the diverse needs of our students in achieving the identified focused standards. The District Math TOSA/Coach will work closely with the school math coach (School-wide),

Goal 3

Action 1

- **Primary grades reading intervention teachers at all elementary schools** - Based on local benchmark data and 3rd grade CAASPP ELA results, students are not meeting the target of being grade level readers by third grade. The District has provided reading intervention for the past three years and there continues to be a steady increase in ELA results. Intervention teachers working with classroom teachers will continue to identify gaps in reading skills and concepts to ensure students meet the target of becoming grade level readers by third grade. A strong evidenced based practice is providing highly effective teachers who can provide targeted intervention based on analysis of formative and summative data that support and add to the core instruction in ELA. Continuing to provide an additional teacher to specifically provide intervention within the school day to address the identified need for low income students, foster youth and English learners will support the

District's goal for students to be grade level readers by the end of third grade (District wide, all elementary schools)

Action 2

- **Implement Imagine Learning** - English learners are a group of students who although are making progress in ELA, and acquiring English, continue to need additional support beyond the core. Imagine Learning is a research based program that focuses on vocabulary and language concept development. Vocabulary and language development are critical for students to be able to comprehend English. English learners will use Imagine Learning in their classrooms to support their acquisition of English concepts and support their language development. (District wide)

Action 4

- **Purchase of Lexia, a reading intervention program for elementary students** - Based on CAASPP results and local assessments, a high percentage of our low income and English learners are reading below grade level. In order to provide additional structured support beyond the core ELA program, Lexia, a researched based reading support program will be used by the reading intervention teachers at the elementary level. Students will receive the core ELA program with their classroom teacher and receive instruction using Lexia to provide additional and different strategies to address the gaps in their reading and comprehension (District wide, elementary)

- Goal 4

Action 2

- **The implementation and growth of the AVID program** - Students from a predominately low income community frequently have parents and guardians who have not attended college. AVID is a researched based program that is intended to provide such students with skills and strategies to see the possibilities of attending college. The District is committed to providing students with a college growing culture and providing AVID in grades K-8 offers a specific program and identified strategies that will support students in meeting this goal. Elementary students will experience AVID through their classroom teachers by the implementation of WICOR strategies while middle school school students will also receive WICOR strategies in their content classes but will also have the additional AVID support of AVID electives. (District-wide)

Action 4

- **Support specific school actions related to LCAP Goals** - funds provided will support schools with specific actions related to the following: before/after school support, software and other applications to supplement core instruction and technology for students to access supplemental programs; these services will be targeted to low income students, foster youth and English learners (District wide)

Action 5

- **1.5 FTE English learner specialists** - English learners are required to meet the content achievement standards and acquire English. There continues to be a gap in the achievement in math and ELA on CAASPP and local assessments. Although reclassification rates remain high, there is a continued need to provide support to all staff in the implementation of designated and integrated ELD. To ensure English learners are making adequate progress in acquiring English the District will provide English learner specialists who will work with staff to analyze data and to implement appropriate and research based strategies for both designated and integrated ELD; the EL specialist will also provide support for the implementation of a dual immersion program to ensure it remains rigorous and students achieve in both English and Spanish. If teachers implement ELD programs and the Dual Immersion program is rigorous and addresses the language acquisition of the various levels of English learners, these students will be academically successful and be reclassified. (District wide)

Action 6

- **Implement a collaboration model at the elementary school** - Research indicates that when teachers have identified time to professionally collaborate using data, planning differentiated lessons and identifying best practices, student achievement improves. Using four PE teaching teams (teachers and aides), classroom teachers will be released weekly to collaborate in grade level teams; teachers will analyze data, collaborate on lesson design and develop strategies for supporting low income students, foster youth and English learners in achieving the California State Standards. District TOSA/Coaches will be available to work with teachers during their collaboration time. (District wide, all elementary schools)

Action 7

- **Instructional Technology Specialist to support the integration of technology to support diverse learners** - Students have access to technology in various forms. Low income students and English learners require a variety of pathways to access learning. The effective use of technology has been proven to increase student engagement and provide opportunities for students to receive information in alternative formats and express their learning in different ways. To provide teachers and students with support in integrating technology in a variety of learning environments so that low income students and English learners are engaged in learning, remain on a path for college and career readiness and receive 21st Century Skills an Instructional Technology Specialist will work directly with teachers. (District wide)

Actions 8,9,10

- **Supplemental instructional programs for English learners** - English learners frequently need additional support in order to ensure the highest level of achievement in the rigorous expectation of the California Standards. The majority of the English learners in Lennox who are not reclassified are due to their lack of adequate achievement in math and ELA. Using the core materials and the staff available to all students is often not adequate in meeting their needs. In some cases English learners need more instructional time than their native English speaking peers to achieve the same standards. Therefore the District will provide a variety of supports for English learners in order to ensure that they are having the greatest access to the core instructional program; bilingual instructional aides will be provided at each school to support those students at the lowest level of English acquisition in gaining access to the core instructional program within the classroom, a summer program targeting English learners will be offered to address those students at risk for not being reclassified in a timely fashion and the purchase of supplemental materials to support students in ELD and ELA will be considered to provide students with a different approach to learning the standards (District wide)

Action 11

- **Categorical Project Assistants at each school** - due to the large numbers of low income students and English learners, a categorical project assistant(s) will be provided at each school. Their role will be to support the intervention programs, collect on going data, support the reclassification process and support parent liaisons with parent outreach. Having these positions will allow the parent centers and the intervention programs to operate more efficiently and effectively for the targeted students (District wide)

Action 12

- **Provide digital devices for student access** - Low income students do not have routine access to technology. Providing students with access to technology is important for students to achieve 21st Century Skills and to have alternatives to traditional learning opportunities which will increase student engagement. It is necessary for the District to provide and replace technology devices with a goal to provide one to one access for low income students since there is limited access to in their homes and community (District wide)

Actions 14,26,27

- **Implementation of career pathways such as Engineering, Dentistry and Leadership** - Low income students often are not familiar with college and career possibilities. As part of the District's effort to provide college and career readiness for high poverty K-8 students the District will offer a variety of career pathways at different schools so that students can experience these pathways. Depending on the pathway students may receive instruction in a lab setting or within the classroom. Professionals from engineering, dentistry and leadership along with classroom teachers will provide low income students these opportunities that will engage them in higher level thinking and application of science, math and English standards and prepare them for college and career readiness. (District wide)

Action 15

- **K-8 English Language Arts TOSA/Coach** - to provide support to elementary teachers and middle school math teachers in analyzing data and creating lessons that meet the needs of low income students and English learners. Reading and writing achievement for all students as measured by state and local assessments indicate that the majority of students are not meeting grade level standards. In order for students to increase their achievement, teachers must be able to specifically identify the areas of need and identify specific strategies and instructional materials that will target these needs for students in ELA. The District ELA TOSA/Coach will provide this support to teachers individually and working with the English department at LMS and specific grade levels at the elementary level. Once the need has been identified and strategies and materials have been selected the ELA TOSA/Coach will be available to work with teachers in their classroom to implement these strategies. (District wide)

- Action 16

- **Purchase on line subscriptions for reading** - Students from this low income community have limited fiction and non-fiction resources available to them. The California Content Standards requires that students have had multiple opportunities to read and work with a variety of reading. These on- line resources will provide supplemental reading passages that will provide differentiated levels of reading both non-fiction and fiction to aid in closing the achievement gap for low income students (District wide)

Action 17

- **Continue to implement a universal screener and progress monitoring assessment** - The low income students and English learners in the district are not achieving the standards at the expected rate. This standards aligned assessment will provide data in reading that are aligned to the California State Standards that will assist teachers in developing differentiated lessons and target intervention for low income students and English learners that will address the achievement gap. The assessment will be administered to all low income students and English learners 3 times per year to monitor student progress. For those students identified to receive intervention this assessment will be administered more frequently to ensure that the intervention being used is having the desired impact. (District wide)

Action 18

- **Extended learning opportunities** - Low income students have limited experiences that support their understanding of college and career possibilities. In order for students to have full access to the core instructional requirements of English, math, science and social studies, the District will provide low income students extended learning opportunities with access to other world languages (Mandarin) which will support the goal of creating a college and career culture (District wide, elementary)

Action 19

- **Implement Dual Immersion Program** - Research indicates that English learners acquire English when their first language well developed. The District offers a dual immersion program in grades K-8. The District will provide professional development to teachers serving the students in the Dual Immersion program to increase their strategies so that English learners will successfully achieve in both English and

Action 20

- **Implement a summer program for targeted English learners not making adequate progress toward reclassification and for Newcomers** - Achievement gaps in reading and math exist with English learners, as indicated by the CAASPP and CELDT results. Providing extended learning opportunities is an effective strategy for addressing these achievement gaps. The District will offer an extended year program that targets the specific skills that English learners need to help them to reclassify. This program will provide the additional time and small group instruction that will focus on specific targeted needs; providing Newcomers extended time will provide additional instructional hours for Newcomers to increase vocabulary (District wide)

Action 22

- **Reduced class size for all grades K-8** - Lennox School District has had smaller class sizes for many years as a result of QEIA. The Board and the community value small class sizes. Providing smaller class sizes will allow teachers to better provide for the high academic and social/emotional needs of low income students and the large number of English learners; lower class sizes provide teachers the opportunity to flexibly group students on a daily basis in both math and ELA to provide tiered instruction; providing tiered instruction creates structures for teachers to re-teach and pre-teach skills and concepts necessary for low income students and English learners to be successful in achieving the academic core. Students will experience more personalized educational experiences. (District wide)

Action 24

- **Specialist to coordinate special projects** - Low income students and English learners are frequently under identified for programs for high achievers. A .5 FTE teacher specialist will ensure that that low income and English learners have opportunities to be identified and participate in specialized programs such as Project Stellar and programs for high achievers; as part of this TOSA's role, parent outreach will be provided so that parents are aware and understand the importance of their students participating in these programs (District wide)

Action 25

- **Professional development for teachers on instructional strategies to differentiate instruction** - Low income students and English learners need to have instruction planned for them to increase access and engagement in learning. Universal Design for Learning is a researched based framework for planning learning experiences that address the unique needs of learners and prevent the need for pull out intervention when fully implemented. Teachers will receive training in Universal Design for Learning that will facilitate the design of instruction, curriculum and assessment to meet the learning needs of low income students and English learners (District wide)

Action 30

- **Provide a .5 FTE ELA coach** - to provide more support for teachers to implement the California ELA Standards and instructional shifts with low income students, a part time coach will be located at Lennox Middle School. As part of the District's effort to provide highly focused support for the majority of low income students and English learners, additional coaching support will be provided at Lennox Middle School to closely analyze data, research alternative instructional strategies and instructional materials and support the implementation of these strategies in order to differentiate instruction to meet the diverse needs of our students in achieving the identified focused standards. The District ELA TOSA/Coach will work closely with the school's ELA coach (School-wide)

Action 31

- **Provide instructional assistants to support struggling low income learners in accessing core content areas such as science and social studies** - Low income students respond to small group, personalized instruction. To provide these opportunities, instructional

assistants will be available so that teachers can provide small group instruction and other targeted supports in the classroom while other students in the classroom are monitored and supported by the instructional aide. (District wide)

Action 32

- **Leadership teams from Jefferson and Huerta will participate in a LACOE UDL leadership pilot program** - Universal Design for Learning is a researched based educational framework which has efficacy in designing learning experiences for low income students and English learners. In order to implement UDL in a systematic fashion, two school will participate in a LACOE Pilot Universal Design for Learning Leadership Academic to develop a school-wide implementation plan for Universal Design for Learning. The pilot is a three year program that the principal, teachers and coaches will participate in. When fully implemented UDL will provide support to low income students, English learners and foster youth in more successfully achieving the California Content Standards (School wide)

Goal 5

Action 2

- **Maintain the gardening program to continue to support an understanding of healthy eating among low income students** - students from low income communities have poor diets; this action is intended to provide a "hands on" educational experience that will develop positive healthy eating habits. Students will be responsible for maintaining a garden at each school and will receive regular lessons on healthy eating and nutrition. (District wide)

Action 3

- **Provide district staff to support the needs of foster youth, homeless and students with mental health needs** - The Lennox community has a high density of low income students who in some cases are foster youth and homeless and many of them have mental health needs. These students require a large number of services to support their social/emotional and academic needs, therefore having dedicated staff to coordinate these services within and outside the school district is critical to the success of these students. It is important that services for these students are coordinated. To ensure "wrap around" services are provided a District coordinator will provide information to all staff, coordinate services with other community partners, provide communication to families and ensure that these high need students' education is uninterrupted and supported as needed. (District wide)

Action 4

- **Implement a District wide program supporting low income high achieving students in grades 4-8 that focuses on science, technology and art that may include field trips, additional materials and extended instructional time (spring and summer academies and enrichment activities)** - provide additional instructional programs for low income high achieving students supports the district's goal of providing a college and career readiness culture establishing high expectations and developing a sense of possibilities for students (District wide)

Action 5

- **Provide two counseling assistants at the middle school to support the counseling program at Lennox Middle School** - Low income students at the middle school level have many needs including academic, social and emotional, that need to be addressed in school. Providing counseling assistants offers more staff to address these needs. Additionally having counseling assistants who may address the less complex challenges allows the counselors to focus their attention on the more serious and complicated issues. Counseling assistants supports a multi-tiered system of support for students. Counseling assistants will help to provide individualized and group counseling services to low income students that will address the intense amount of social and emotional needs of these students (School wide)

Action 6

- **Provide opportunities for low income students to be engaged in visual and performing arts to increase their engagement in the core academic program and to increase attendance and to support a positive school culture** -Research supports that when low income students have opportunities to be involved in visual and performing arts it increases academic achievement and for some students is the key to positive attendance habits. Students will receive a variety of opportunities, some grade level specific, to participate in specific visual and performing arts instruction and activities. (District wide)

Action 7

- **College field trips for all students in grades 2-8** - Low income students typically do not have opportunities to experience a college culture. A high priority for the District is to provide a college growing culture for low income students and English learners. Therefore all low income students and English learners will participate in at least one college field trip annually (District wide)

Action 8

- **5th grade students attend Outdoor Education** - Low income students are unable to participate in an Outdoor Education experience. Outdoor education provides students with experiences of how the California Standards can be applied to "real life" situations. All low income 5th grade students will have an opportunity to attend Outdoor Education and a program that supports the application of the California Common Core Standards standards (District wide, elementary)

Action 9

- **Extended school day opportunities will be provided** - The Lennox community has a high crime rate. Low income students, foster youth and English learners do not have structured and safe options after school and do not have support to complete homework or have other enrichment opportunities. The District will provide at every school an after school program that low income students, foster youth and English learners will be able to attend to receive tutoring, homework support and enrichment opportunities in grades K-8 (District wide)

Action 10

- **Explore transitioning from RTI to MTSS** - The District's high concentration of low income students, English learners and foster youth require that coordinated systems of support will be provided. The District will begin the transition from RTI to MTSS with a focus of using data to meet students' needs to provide improved structures and systems to ensure that low income, foster youth and English learners have support both academically and socially/emotionally. As the District implements multi-tiered systems of support students will receive the needed support academically and socially/emotionally in a more responsive manner. (District wide)

Action 12

- **Provide additional part time counseling services** - The District recognizes that reducing and treating trauma is important for low income students, foster youth and English learners to be academically successful. Due to the high poverty and intense needs of the students and their families additional counseling services are needed (group and individual as well as on-going work with families) at each school to address the social/emotional and academic needs of low income, foster youth and English learners to ensure that they are fully able to academically achieve as high as possible. Students will receive additional small group and individual counseling that will allow them to be more engaged in learning. (District wide)

Goal 6

Action 2

- **Implement a mentoring program for boys and girls at the middle school** - In order to provide a college growing culture it is important to provide levels of support for students to develop an understanding of the benefits of attending college and the importance of key characteristics such as perseverance, dealing with failure, setting goals, etc. toward being successful in college and careers . Low income students and foster youth with social/emotional challenges respond to having a mentor that they can talk to, set goals with and explore possibilities for their future endeavors and help them to make connections to their academic growth. To provide support for low income students and foster youth with these challenges a mentoring program will be provided at the middle school.

Action 8

- **Implement strategies that will address implementing a positive school culture** - Low income students are impacted when a school provides a positive school culture that will lead to increased student engagement and attendance and reduce suspensions. School wide behavior expectations will be established, celebrations of positive behavior will occur and tiered support will be provided for students needing additional structures for them to be successful in school. (School wide)

Action 9

- **Implement Character Education** - Research related to providing a systematic curriculum to establish a positive school culture is particularly important when there is a high concentration of low income students. In order to provide this schools will systematically implement Character Education at all schools so that students receive instruction in character development. This will lead to a positive school climate that will lead to increased student engagement and attendance and reduce suspensions for low income students (District wide)

Actions 10

- **Provide a Dean of Students at the middle school to coordinate services and support to ensure a positive learning environment is established** - Lennox Middle School is a large school with many programs to support the high number of low income students; this position is responsible for cohesively implementing the services that are available and that will positively impact students. As a result of this position, students who are most at-risk socially/emotionally will receive systematic and cohesive support which will lead to a reduction of office referrals and suspension. (School wide)

Action 11

- **Based on student data, provide a an Opportunity Program** - Lennox Middle School will offer a Tier 3 social/emotional support program to most at risk low income students. Students from high poverty do not respond well to being excluded from school. This program is intended to ensure that students remain in school to receive instruction and reduce suspensions and potential expulsions (this program will be offered in the second semester based on need (School wide)

Action 12

- **Provide support staff at the District office** - The District receives a substantial amount of supplemental and concentration funds. In order to support administration in gathering data and monitoring the implementation of the actions in the LCAP to ensure these actions are being implemented according to the plan additional staff is needed. Creating a system of monitoring and providing staff responsible for collecting documentation that the LCAP actions are being implemented will ensure that low income students, English learners and foster youth are receiving the services and supports that will impact student achievement. (District wide)

Action 13

- **Increase communication among all staff, parents and students regarding safety activities** - providing safe learning environments for our 96.7% unduplicated student population is a high priority of the District, therefore a stipend is provided for an employee to ensure all

stakeholders are aware and included in the communication (District wide)

Expenditure Summary

Expenditures by Budget Category					
Budget Category	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2017	2018	2019
All Budget Categories	\$69,926,711	\$63,700,967	\$58,821,111	\$65,707,870	\$55,760,461
1000-1999 Certificated Salaries	31,631,186	30,281,175	27,882,877	29,665,750	28,812,184
2000-2999 Classified Salaries	11,966,319	10,257,528	9,540,429	11,826,989	8,564,980
3000-3999 Employee Benefits	14,090,504	13,742,600	11,900,031	13,634,605	12,800,197
4000-4999 Books and Supplies	2,598,002	1,858,540	2,289,283	2,283,466	806,180
5000-5999 Services and Other Operating Expenses	9,630,700	7,561,124	7,208,491	8,297,060	4,776,920
6000-6999 Capital Outlay	10,000	0	0	0	0

Expenditures by Funding Source					
Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2017	2018	2019
All Funding Sources	\$69,926,711	\$63,700,967	\$58,821,111	\$65,707,870	\$55,760,461
Federal Revenues - Title I	599,500	894,559	49,000	599,500	840,645
Federal Revenues - Title II	22,000	205,395	0	22,000	222,650
Federal Revenues - Title III	186,093	97,749	12,000	12,000	12,000
Other State Revenues	0	0	0	0	0
Other Local Revenues	0	25,117	0	0	0
LCOFF Base/Not Contributing to Increased or Improved Services	52,422,700	51,976,194	46,025,092	50,349,612	38,400,124

LOFF S & C/Contributing to Increased or Improved Services	16,696,418	10,501,953	12,735,019	14,724,758	16,285,042
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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	\$69,926,711	\$63,700,967	\$58,821,111	\$65,707,870	\$55,760,461
1000-1999 Certificated Salaries	Federal Revenues - Title I	465,750	479,767	0	465,750	489,362
1000-1999 Certificated Salaries	Federal Revenues - Title II	20,000	171,438	0	20,000	185,650
1000-1999 Certificated Salaries	Federal Revenues - Title III	148,093	74,044	10,000	10,000	10,000
1000-1999 Certificated Salaries	Other Local Revenues	0	16,005	0	0	0
1000-1999 Certificated Salaries	LOFF Base/Not Contributing to Increased or Improved Services	20,859,133	24,621,932	19,773,615	19,889,526	20,729,598
1000-1999 Certificated Salaries	LOFF S & C/Contributing to Increased or Improved Services	10,138,210	4,917,989	8,099,262	9,280,474	7,397,574
2000-2999 Classified Salaries	LOFF Base/Not Contributing to Increased or Improved Services	10,275,199	8,489,079	8,234,429	10,275,199	4,868,715
2000-2999 Classified Salaries	LOFF S & C/Contributing to Increased or Improved Services	1,691,120	1,768,449	1,306,000	1,551,790	3,696,265
3000-3999 Employee Benefits	Federal Revenues - Title I	133,750	183,320	49,000	133,750	163,468
3000-3999 Employee Benefits	Federal Revenues - Title II	2,000	33,957	0	2,000	37,000
3000-3999 Employee Benefits	Federal Revenues - Title III	21,000	23,705	2,000	2,000	2,000
3000-3999 Employee Benefits	Other Local Revenues	0	9,112	0	0	0

All Funding Sources	\$277,200	\$289,380	\$429,932
Federal Revenues - Title I	0	0	41,280
LCFF S & C/Contributing to Increased or Improved Services	277,200	289,380	388,652

Goal 2: All Students in Lennox will be grade level competent in math at the end of each grade level.

Goal 2: This goal reflects the importance of students achieving grade level standards at each grade level in order to prepare all students for the rigorous high school math curriculum. It is important to have students prepared throughout their K-8 grades so that students have choices for academic pathways for high school and beyond.

All Funding Sources	\$277,000	\$300,000	\$349,158
LCFF Base/Not Contributing to Increased or Improved Services	235,000	245,000	73,769
LCFF S & C/Contributing to Increased or Improved Services	42,000	55,000	275,389

Goal 3: All Students in Lennox School District will be reading at grade level by the end of 3rd grade.

Goal 3: Common core state standards require that students master reading foundational skills by the end of grade 3. These skills are critically important for students to be able to be successful with the reading demands in grades 4-12 in all subject areas.

All Funding Sources	\$617,500	\$643,000	\$727,465
Federal Revenues - Title I	0	599,500	712,830
LCFF S & C/Contributing to Increased or Improved Services	617,500	43,500	14,635

Goal 4: All students in Lennox School District will be prepared for college and career ready courses at the high school level

Goal 4: As a K-8 school district it is important that the district maintain it's focus on not only getting students ready for high school but ensuring that these critical years of education lead students to have as many choices as possible for high school and beyond.

All Funding Sources	\$10,971,819	\$13,496,238	\$11,009,048
Federal Revenues - Title I	49,000	0	86,535
Federal Revenues - Title II	0	22,000	222,650
Federal Revenues - Title III	12,000	12,000	12,000
LCFF Base/Not Contributing to Increased or Improved Services	121,800	121,800	121,800
LCFF S & C/Contributing to Increased or Improved Services	10,789,019	13,340,438	10,566,063

Goal 5: Lennox School District will provide specialized programs beyond the core.

Goal 5: The District understands that in order for the diverse needs of Lennox students to be met, the District will continue to provide support in a

variety of ways to ensure student success.

All Funding Sources	\$841,300	\$786,440	\$1,588,339
LCFF Base/Not Contributing to Increased or Improved Services	3,000	3,000	3,000
LCFF S & C/Contributing to Increased or Improved Services	838,300	783,440	1,585,339

Goal 6: The Lennox School District will provide a safe environment conducive to learning.

Goal 6: The Lennox School District is in a high density community. Concerns for safety and positive structures for students is very important to staff, students and parents.

All Funding Sources	\$45,836,292	\$50,192,812	\$41,656,519
LCFF Base/Not Contributing to Increased or Improved Services	46,665,292	49,979,812	38,201,555
LCFF S & C/Contributing to Increased or Improved Services	171,000	213,000	3,454,964

Annual Update Expenditures by Goal and Funding Source

Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual
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Goal 1: The District will foster an environment that builds capacity and encourages parent participation.

Goal 1: In the Lennox School District, parent involvement is highly valued and important. Within each goal of the LCAP there is an intention that parents will be involved, however this goal focuses specifically on responding to requests of parents to be deeply involved in the Lennox Schools.

All Funding Sources	\$443,880	\$373,820
Federal Revenues - Title I	0	41,280
Federal Revenues - Title III	10,000	0
LCFF S & C/Contributing to Increased or Improved Services	433,880	332,540

Goal 2: All Students in Lennox will be grade level competent in math at the end of each grade level.

Goal 2: This goal reflects the importance of students achieving grade level standards at each grade level in order to prepare all students for the rigorous high school math curriculum. It is important to have students prepared throughout their K-8 grades so that students have choices for academic pathways for high school and beyond.

All Funding Sources	\$718,542	\$724,411
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Federal Revenues - Title I	0	33,775
LCFF Base/Not Contributing to Increased or Improved Services	445,140	320,303
LCFF S & C/Contributing to Increased or Improved Services	273,402	370,333

Goal 3: All Students in Lennox School District will be reading at grade level by the end of 3rd grade.

Goal 3: Common core state standards require that students master reading foundational skills by the end of grade 3. These skills are critically important for students to be able to be successful with the reading demands in grades 4-12 in all subject areas.

All Funding Sources	\$699,835	\$808,520
Federal Revenues - Title I	599,500	687,312
LCFF Base/Not Contributing to Increased or Improved Services	53,536	0
LCFF S & C/Contributing to Increased or Improved Services	46,799	121,208

Goal 4: All students in Lennox School District will be prepared for college and career ready courses at the high school level

Goal 4: As a K-8 school district it is important that the district maintain it's focus on not only getting students ready for high school but ensuring that these critical years of education lead students to have as many choices as possible for high school and beyond.

All Funding Sources	\$14,919,787	\$7,771,128
Federal Revenues - Title I	0	132,192
Federal Revenues - Title II	22,000	205,395
Federal Revenues - Title III	176,093	97,749
Other State Revenues	0	0
Other Local Revenues	0	25,117
LCFF Base/Not Contributing to Increased or Improved Services	283,595	15,000
LCFF S & C/Contributing to Increased or Improved Services	14,438,099	7,295,675

Goal 5: Lennox School District will provide specialized programs beyond the core.

Goal 5: The District understands that in order for the diverse needs of Lennox students to be met, the District will continue to provide support in a variety of ways to ensure student success.

All Funding Sources	\$1,284,697	\$1,530,528
LCFF Base/Not Contributing to Increased or Improved Services	264,917	1,183

LOFF S & C/Contributing to Increased or Improved Services	1,019,780	1,529,345
Goal 6: The Lennox School District will provide a safe environment conducive to learning.		
Goal 6: The Lennox School District is in a high density community. Concerns for safety and positive structures for students is very important to staff, students and parents.		
All Funding Sources	\$51,859,970	\$52,492,560
LOFF Base/Not Contributing to Increased or Improved Services	51,375,512	51,639,708
LOFF S & C/Contributing to Increased or Improved Services	484,458	852,852

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