

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name

Di Giorgio Elementary

Contact Name and Title

Terry Hallum

Superintendent

Email and Phone

thallum@digiorgio.k12.ca.us

661-854-2604

2017-20 Plan Summary

The Story

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

Di Giorgio School District is a small, rural single-school district which serves students in grades TK-8. The school is located near the town of Arvin, about 25 miles southeast of Bakersfield. The Di Giorgio School District serves a large agricultural area at the base of the Tehachapi Mountains. The district is nestled between the Arvin Union School District to the south, the Lamont and Vineland districts to the west, Edison to the north, and the Caliente and Tehachapi Unified districts to the east.

During the 2017-18 school year, 219 students were enrolled; 97% of our students are Hispanic, 55% qualified for English Learner support, 7% receive special education services, and 97% qualified for free or reduced-price meals. All staff members support the school's mission to provide a challenging curriculum in a safe, nurturing environment where academic, social, and personal needs are met. Staff members strive to provide each student the opportunity to develop intellectually, emotionally, physically and socially in a safe and orderly environment.

Students and staff work very hard to increase achievement test scores to meet state and federal proficiency targets. The academic focus is on reading, writing, and math, employing research-based strategies in a standards-based curriculum. Di Giorgio School places a strong emphasis on intervention; quickly identifying areas of weakness to deliver an instructional solution that encourages academic success.

The campus environment embraces a college bound atmosphere which is demonstrated in the

classrooms with the display of many college banners. Students are invited to attend field trips to local colleges and universities and explore the many options available to them in the future. During the 2017-18 school year, our seventh and eighth grade students visited Cal Poly San Luis Obispo and California State University Bakersfield.

Di Giorgio School District administers its own set of student assessments (“benchmarks”) to evaluate instructional programs and measure student proficiency. Benchmark assessments for English/language arts and math are administered four times a year to all students in grades K-8. Test results are used to 1) help teachers identify areas where instruction may or may not be effective, 2) guide classroom instruction, and 3) identify students who need targeted academic assistance or intervention.

During the 2017-18 school year, Di Giorgio School continued to implement CCSS aligned math and reading curriculum for all grades. The staff has attended numerous professional development sessions designed to help them implement these two new curricula. The District plans to adopt new Social Science curriculum for the 2018-19 school year and Science curricula in the 2019-20 school year.

All of the certificated staff members at Di Giorgio in the 2017-18 school year were fully credentialed teachers. We have one teacher for each of our Kindergarten through eighth grades and one special education/intervention teacher who works with students in all grades. Di Giorgio hired a part time English Language Learner coordinator in 2015-16 and the coordinator became a full time employee in 2018-19.

LCAP Highlights

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

Di Giorgio has three LCAP goals for the 2018-19 school year. These goals are:

1. The Di Giorgio School District will increase student achievement.
2. All English Learners will become reclassified by the time they graduate from Di Giorgio School.
3. The Di Giorgio School District will establish and maintain an environment where students feel safe and engaged in their learning every day.

Di Giorgio has purchased CCSS aligned Language Arts and Mathematics curricula for all grades over the past two years and the certificated staff received training from the publishers prior to the beginning of the school year and again approximately half way through the school year to help with a successful transition. For the 2018-19 school year, we will continue to seek out professional development opportunities that will enable our staff to fully utilize all the new features of the new curricula. We are purchasing a CCSS aligned Social Studies curriculum for the 2018-19 school year and will look to also provide professional development to our staff to assist them with this transition.

Di Giorgio purchased Chromebooks for all of our third through eighth grade students over the past two years and will continue to use LCFF funds to ensure our Chromebooks are continually upgraded and replaced when necessary. Our new Math and Language arts curricula both have digital components and we were able to utilize this component much more effectively with the Chromebooks. In the 2017-18 school year, we were also able to complete our SBAC testing in a much more timely manner than we did in the 2016-17 school year. Our students are more comfortable with their Chromebooks because they use them daily in the classroom and we believe this helps to lessen the stress that some students feel

when testing. In the coming school year, we will look to find Chromebook training opportunities for our teachers to help them manage more efficiently how the Chromebooks are used in the classroom.

Di Giorgio will again send all of our sixth grade to Camp KEEP for five days in October 2018. We feel this is a very important trip for our students for a number of reasons. The students are able to learn about science and the environment from excellent expert instructors in a hands on manner. Also, our students have very few chances to travel outside of their immediate neighborhoods due to family monetary constraints and trips such as these open up a new world for many of our students.

In the 2017-18 school year, we were able to increase the hours of our English Language Learner coordinator and make this a full time position. We believe that this has helped the District continue to move a high percentage of our English Learners to English Language proficient. We will continue to use LCFF funds to help us keep the EL coordinator full-time position in the 2018-19 school year which we believe will help us to continue to increase the percentage of EL students who become English proficient.

Di Giorgio Elementary used LCFF funds to begin the process of implementing a new School Wide Positive Behavior Intervention and Supports (PBIS) system. We have seen steady improvement in our students' behaviors during the school year, but we recognize that implementing this new system will take years. It is our hope that teachers will spend less time dealing with problem behaviors from students and more time on instruction. A team of teachers, classified staff and administrator have attended PBIS professional development and visited other schools that have been using School Wide PBIS for a number of years. In the 2017-18 school year, we began monthly PBIS staff and team meeting to assess the progress of the SWPBIS implementation and to address ongoing needs. We will continue to seek out professional development opportunities in the PBIS area to assist with the transition.

Di Giorgio seventh and eighth grade students were able to visit two colleges in 2017-18. Di Giorgio has a very small percentage of students with college graduate parents. We hope that visiting colleges will get our students to believe that college is a real possibility as a future goal. We plan on visiting at least two more colleges during the 2018-19 school year.

Di Giorgio continued a tutoring program on campus after school that is staffed by current credentialed teachers. Instead of sending students to private tutoring companies as we did in the past, we feel our students will be better served by credentialed teachers here at school who are already familiar with our students and their specific needs. We are hoping to expand this program to include more students during the 2017-18 school year to target English Learners and students needing intervention.

Review of Performance

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

Greatest Progress

According to the California School Dashboard, the percentage of students who scored as meeting or exceeding the standard in English Language Arts increased 5.7% from 2016 to 2017; for English Learners the increase was 1.3%; for Socioeconomically Disadvantaged students the increase was 5.6% and Hispanic students the increase was 5%. In Mathematics, the percentage of students who scored as meeting or exceeding the standard in increased 7.5%; for English Learners the increase was 4.3%; for Socioeconomically Disadvantaged students the increase was 9.7% and Hispanic students the increase was 9.4%. The Di Giorgio School District will continue to provide professional development in ELA, ELD, Mathematics and other areas to ensure our teachers are able to provide the strategies necessary to ensure our students continue to progress in all academic areas.

The percent of English Learners making progress towards English Proficiency increased significantly. 83.06% of our EL students made progress towards English Proficiency, a 12% increase. We increased the number of hours for our EL Coordinator and also the number of hours our paraprofessionals work with our EL students.

In the 2017-18 school year, all certificated staff were fully credentialed, highly qualified and appropriately assigned.

In the 2017-18 school year, school facilities were maintained and in good repair as measured by the FIT report.

100% of English Learners continued to have access to CCSS and ELD standards throughout the school day.

All paper communications continued to be sent home in both English and parents' native language.

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

Greatest Needs

According to the California School Dashboard, the Suspension Rate for all students increased (1.6%); for English Learners declined (-0.8%); for Socioeconomically Disadvantaged students increased (1.2%) and for Hispanics increased (-1.2%). Di Giorgio School began implementation of a new school wide Positive Behavior Interventions and Supports in the 2017-18 school year, which is supported by Goal 3, action step 1, and we expect to see positive results in our suspension rate and chronic absence rate.

We will continue to offer after school tutoring services to all of our students, with an emphasis on servicing EL students during that time as well as others in need of intervention.

Our attendance rate continues to be above 95%, but we are hoping to increase that rate by reaching out to parents of chronically truant and chronically absent students to see how we can help the get their children to school more consistently. We will have parent training meetings during the year to connect

with our parents and address any of their concerns.

Although progress was made in both ELA and Mathematics, our scores in both areas continue to be low. We will continue to provide professional development in both areas for our certificated and paraprofessional staff members. We will make tutoring services available in our After School program for those students in need of academic intervention.

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

Performance Gaps

We did not have any student group that scored two or more performance levels below the "all student" performance.

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

Increased or Improved Services

The Di Giorgio District will maintain the increased hours of both certificated and classified staff that spend time working directly with our English Learner population. The District will use its after school tutoring program to target those EL students who are in need of intervention. The District will continue to seek out professional development opportunities for both certificated and paraprofessional staff that can help our EL population progress towards reclassification. The District will increase its efforts to reach out to parents of chronically absent students to help improve their attendance. The District will continue to seek community partners such as Assistance League, One Sight, South Valley Neighborhood Partnership and Shoes that Fit, who are able to bring much needed services to our families. The District will continue to partner with the Kern County Superintendent of Schools to address the needs of any foster students who enroll in the district. The District will continue to improve the implementation of a School Wide PBIS system to increase positive student behaviors and increase the level of connectedness for all students and their families.

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$2,728,076
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$643,720

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

Funds not included in the LCAP are spent on Certificated/Classified salaries and benefits; Operating expenses; and Capital outlay.

DESCRIPTION**AMOUNT**

Total Projected LCFF Revenues for LCAP Year

\$2,295,241

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

Goal 1 The Di Giorgio School District will increase student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities: NA

Annual Measurable Outcomes

Expected

Actual

Priority 1:

1. School facilities are maintained and in good repair as measured by the FIT Report.
2. Teachers are fully credentialed and appropriately assigned.
3. Students have sufficient access to standards aligned instructional materials.

Priority 2:

1. Implement academic and performance standards that have been adopted by the SBE.
2. Provide access for EL's to CCSS aligned and ELD standards instructional materials.

Priority 1:

1. School facilities are maintained and in good repair as measured by the FIT report
2. Teachers in the school district are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching. 100%
3. Students in the district have access to standards- aligned instructional materials 100% of the school day.

Priority 2:

1. Implementation of the academic content and performance standards adopted by the state board. The level of CCSS implementation is substantial via the Academic Program Survey.
2. 100% of EL students had access to CCSS and ELD standards throughout the day and teachers utilized SDAIE strategies throughout their instruction daily in order to provide EL students with access to EL Standards as well as standards for academic content knowledge. EL students received a minimum of 30 minutes a day of designated EL instruction for EL students in K - 2 grades and a minimum of 45 minutes daily for 3rd - 8th grades.

Expected

Priority 4:

1. Statewide Assessments

- CAASPP ELA/Literacy overall percentage of pupils who meet or exceed standards will increase 3% for the 2016-17 school year.
- CAASPP Mathematics overall percentage of pupils who meet or exceed standards will increase 3% for the 2016-17 school year.
- CAASPP Science overall percentage of pupils who are proficient or advanced will increase 3% for the 2016-17 school year.

2. API – NA

3. College required course completion - N/A

4. 52% of EL's will advance at least one classification level as reported by CELDT scores..

5. EL Reclassification rate will be at least 26%

6. Pupils passing advanced placement or participated in college preparedness courses - N/A

7. The percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness NA

Actual

Priority 4:

1. Statewide Assessments

- CAASPP ELA/Literacy overall percentage of pupils who met or exceeded standards was 25.7% for 2016-17, an increase of 5.7%.
- CAASPP Mathematics overall percentage of pupils who meet or exceed standards was 13.5% for 2016-17, an increase of 7.5%.
- CAASPP Science overall percentage of 5th Grade pupils who are proficient or advanced was 28% for the 2015-16 school year.
CAASPP Science overall percentage of 8th Grade pupils who are proficient or advanced was 43% for the 2015-16 school year.

2. API – NA

3. College required course completion - N/A

4. 83.6% of EL's made progress toward English Proficiency as reports by CELDT scores.

5. EL Reclassification rate - 17.5%

6. Pupils passing advanced placement or participated in college preparedness courses - N/A

7. The percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness NA

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**

Purchase supplemental Math, ELA, Science, Social Studies, and ELD materials for all students including English Language Learners, low income, any future foster youth/homeless and special education students.

Actual Actions/Services

Supplemental materials were purchased during the 2017-18 school year for all students including English language learners, low income, any future foster youth/homeless, and special education students.

Budgeted Expenditures

\$10000
Supplemental/Concentration
Books and Supplies

Estimated Actual Expenditures

\$10427
Supplemental/Concentration
Books and Supplies

Action 2**Planned Actions/Services**

Professional Development in CCSS. Attend professional development provided by KCSOS and other vendors as available.

Actual Actions/Services

Staff attended professional development training on the implementation of Common Core Reading Language Arts, Mathematics and Science provided by various vendors.

Budgeted Expenditures

\$3000
Supplemental/Concentration
Certificated Personnel Salaries

\$6000
Supplemental/Concentration
Services and Other Operating
Expenditures

\$160
Supplemental/Concentration
Employee Benefits

Estimated Actual Expenditures

\$3600
Supplemental/Concentration
Certificated Personnel Salaries

\$9034
Supplemental/Concentration
Services and Other Operating
Expenditures

\$246
Supplemental/Concentration
Employee Benefits

Action 3**Planned Actions/Services**

Provide STEM Professional Development. Attend professional development provided by KCSOS and other vendors as available. Sixth grade students to attend Camp KEEP.

Actual Actions/Services

Staff attended professional development on CCSS mathematics, and attended Camp KEEP with students. There were no fees associated with the Professional Development.

Budgeted Expenditures

\$6300
Supplemental/Concentration Services and Other Operating Expenditures

Estimated Actual Expenditures

\$7613
Supplemental/Concentration Services and Other Operating Expenditures

Action 4**Planned Actions/Services**

Participate in Science 4 Fun Operated by Kern County Supt of Schools in conjunction with Chevron Corporation, when available.

Actual Actions/Services

Service was not available in 2017-18

Budgeted Expenditures

No Cost

Estimated Actual Expenditures

No cost

Action 5**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Increase staff participation and collaboration in full implementation of CCSS. Staff will attend 3 grade span collaboration days as provided by the district. Grade Span Collaboration supplies and expenses

Grade span collaboration days were replaced by professional development opportunities from outside vendors for all teaching staff.

\$3000
Supplemental/Concentration
Certificated Personnel Salaries

\$250
Supplemental/Concentration
Employee Benefits

\$800
Supplemental/Concentration
Books and Supplies

\$0
Supplemental/Concentration
Certificated Personnel Salaries

\$0
Supplemental/Concentration
Employee Benefits

\$389
Supplemental/Concentration
Books and Supplies

Action 6

Planned Actions/Services

Update library titles to include more non-fiction and magazine subscriptions related to STEM. Replace worn and out of date library titles.

Actual Actions/Services

Stem and non-fiction books were acquired. Out of date and damaged books were replaced.

Budgeted Expenditures

\$4000
Supplemental/Concentration
Books and Supplies

Estimated Actual Expenditures

\$4366
Supplemental/Concentration
Books and Supplies

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Update technology and related infrastructure to support student outcomes. Purchase computers to support technology use in the classroom as well as replacing outdated computers in the computer lab. Purchase Smartboard interactive flat panels and training for classrooms as needed. Upgrade network connections to support infrastructure

Hardware was purchased for the Computer Lab and classrooms, There were expenses incurred for ongoing maintenance network infrastructure. Chromebooks were acquired for third through eighth grade classes. Interactive flat panel displays were purchased.

\$80000
Supplemental/Concentration Capital Outlay

\$3500
Supplemental/Concentration Services and Other Operating Expenditures

\$18000
Supplemental/Concentration Services and Other Operating Expenditures

\$53373
Supplemental/Concentration Capital Outlay

\$13861
Supplemental/Concentration Services and Other Operating Expenditures

\$6435
Supplemental/Concentration Services and Other Operating Expenditures

Action 8

Planned Actions/Services

Maintain library media increase in hours and provide Professional Development for Library clerk. Maintain new Library management software, professional development and services.

Actual Actions/Services

Library Media Staff hours were maintained at 2.25 hours per day.

Budgeted Expenditures

\$13000
Supplemental/Concentration Classified Personnel Salaries

\$2700
Supplemental/Concentration Employee Benefits

Estimated Actual Expenditures

\$11448
Supplemental/Concentration Classified Personnel Salaries

\$22694
Supplemental/Concentration Employee Benefits

Action 9

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

For redesignated fluent English proficient pupils: Continue to support language development by collecting and analyzing achievement data and providing intervention as needed with classroom teacher.

Redesignated Fluent English proficient pupils were given instruction in classrooms that had substantial CCSS implementation that mirrored the general pupil population.

No additional costs

No additional costs

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

Analysis

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

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

The District purchased supplemental curriculum to fill in any gaps not covered by the regular curriculum. Staff members participated in professional development workshops designed to help them fully utilize all aspects of our current curriculum and improve their teaching skills. The District purchased STEM planners for our 6th - 8th grade students for the 2017-18 school year. The District will continue to seek out STEM professional development opportunities for the 2018-19 school year. The District purchased STEM related non-fiction books for our library. The District has contracted with a Certificated Librarian to help us implement our library plan to improve our Library. The District is in the process of replacing outdated technology equipment and will continue to do so as funds permit. The District purchased Chromebooks for our third through eighth grade classrooms over the past two years and will continue to purchase replacements as needed. We feel this will give our students greater access to valuable and useful information. The students have become more comfortable and proficient using computers which will be beneficial when taking computer adaptive tests such as the SBAC test. The District purchased Interactive flat panel displays for the all classrooms. The District provided professional development for the certificated staff to help them incorporate the interactive displays into their lessons. The students have more access to the library and will be able to check out more books when needed. The District will continue to fully implement the Common Core Standards.

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

We have not yet received results from the 2018 SBAC test, but we hope to see the number of students who achieve either meeting or exceeding the standard increase. In 2017, overall in ELA, 47% of our students scored in the standard not met level, a 2.7% decrease, 27% in the standard nearly met, a 3% decrease, 21.6% in the standard met, a 3.6% increase, and 4.1% in the standard exceeded level, a 2% increase. In mathematics, 64% scored in the standard not met level, a 5.4% increase, 22% in the standard nearly met, a 13% decrease, 12.8% in the standard met, a 8.8% increase, and 0.7% in the standard exceeded level, a 1.3% decrease. Providing professional development on using our new ELA and Math curricula has improved our teaching practices. Our students have very few opportunities for visiting new places and being able to send students to Camp KEEP provides opportunities for them to acquire academic language not normally afforded them in their current communities. With the acquisition of

Chromebooks, our students no longer have to wait to use the one computer lab we have and now have greater access to much needed information. Teachers are able to use their interactive displays to facilitate student collaboration and students are able to participate more easily in class surveys and quizzes.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no SBE approved Science or History curricula available for the 2017-18 school year, so the District purchased supplemental materials for these subject areas to improve student outcomes. A professional development grant was obtained that allowed us to spend less in action steps 2 and 5. For action step 7, we replaced fewer outdated computers than we anticipated, but used those funds and more to purchase Chromebooks. We also purchased interactive flat panel displays for three classrooms. For action step 8, we did not budget enough for salaries, but budgeted too much for benefits.

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

Goal 1 remains unchanged. Action step 1 has changed to reflect the need to purchase supplemental curriculum. Action step 7 has changed to include the purchase of interactive flat panel displays. All other action steps remain unchanged. In 2017, overall in ELA, 47% of our students scored in the standard not met level, 27% in the standard nearly met, 22% in the standard met, and 4% in the standard exceeded level. In mathematics, 64% scored in the standard not met level, 22% in the standard nearly met, 13% in the standard met and 1% in the standard exceeded level

Goal 2

Goal 2 All English Learners will become reclassified by the time they graduate from Di Giorgio Elementary School.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 5, 7

Local Priorities: NA

Annual Measurable Outcomes

Expected

Actual

Priority 3:

1. Parents will receive paper communications in their English and Spanish language.
2. Parents will be in attendance at all School Site Council and District English Language Advisory Committee meetings. Parents will provide input on LCAP, Safety Plan, and various other programs.
3. Parent conferences will be held two times during the school year for parents to meet with teachers to discuss their children's academic progress.
4. Parents of EL students will be contacted to provide information on progress towards reclassification.
5. Parents of unduplicated pupils and community members are invited to attend various school committee meetings using various methods of communication such as phone calls, flyers, and internet.
6. Parents of students with exceptional needs will be invited to attend yearly meetings to discuss the instructional plan provided for their child. Parents may request a meeting at any time to discuss any concerns they may have about their children.

Priority 3:

1. 100% of parents received paper communications in their English and Spanish language. Parents and community stakeholders were represented on the District English Language Advisory Council.
2. 100% of parents of unduplicated and exceptional needs students were invited to attend regularly scheduled meetings for District English Language Advisory Committee, School Site Council, and Parent Teacher Friends. Parent officers were at each meeting. Approximately 70% of families attended Back to School Night in the fall.
3. Parent conferences were held two times during the school year for parents to meet with teachers to discuss their children's academic progress.
4. Parents of EL students were contacted to provide information on progress towards reclassification.
5. Parents of unduplicated pupils and community members were invited to attend various school committee meetings using various methods of communication such as phone calls, flyers, and internet.
6. Parents of students with exceptional needs were invited to attend yearly meetings to discuss the instructional plan provided for their child. Parents may request a meeting at any time to discuss any concerns they may have about their children.

Expected

Priority 4:

1. Statewide Assessments

- CAASPP ELA/Literacy overall percentage of pupils who meet or exceed standards will increase 3% for the 2016-17 school year.
- CAASPP Mathematics overall percentage of pupils who meet or exceed standards will increase 3% for the 2016-17 school year.
- CAASPP Science overall percentage of pupils who are proficient or advanced will increase 3% for the 2016-17 school year.

2. API – NA

3. College required course completion - N/A

4. 52% of EL's will advance at least one classification level as reported by CELDT scores..

5. EL Reclassification rate will be at least 26%

6. Pupils passing advanced placement or participated in college preparedness courses - N/A

7. The percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness NA

Actual

Priority 4:

1. Statewide Assessments

- CAASPP ELA/Literacy overall percentage of pupils who met or exceeded standards was 25.7% for 2016-17, an increase of 5.7%.
- CAASPP Mathematics overall percentage of pupils who meet or exceed standards was 13.5% for 2016-17, an increase of 7.5%.
- CAASPP Science overall percentage of 5th Grade pupils who are proficient or advanced was 28% for the 2015-16 school year.
CAASPP Science overall percentage of 8th Grade pupils who are proficient or advanced was 43% for the 2015-16 school year.

2. API – NA

3. College required course completion - N/A

4. 83.6% of EL's made progress toward English Proficiency as reports by CELDT scores.

5. EL Reclassification rate - 17.5%

6. Pupils passing advanced placement or participated in college preparedness courses - N/A

7. The percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness NA

Expected

Priority 5:

1. The District attendance rate will be increase to 96%
2. The percentage of chronically absent students will decrease by 1%
3. The Middle School dropout rate will continue to be 0%
4. High School dropout rate – NA
5. High School graduation rate – NA

Priority 7:

1. English Learner students have access to a broad course of study in all subject areas as stated in Sections 51210 and 51220(a) to (i).
2. Students with exceptional needs will have access and will receive special education programs and services.
3. Programs and services will be developed and provided to 100% of unduplicated pupils.

Actual

Priority 5:

1. The District attendance rate was 95.1% in 2017-18.
2. The percentage of chronically absent students was 12.99% in 2107-18.
3. The Middle School dropout rate continued to be 0%
4. High School dropout rate – NA
5. High School graduation rate – NA

Priority 7:

1. 100% of unduplicated students have access to a broad course of study in all subject areas as stated in Sections 51210 and 51220(a) to (i).
2. 100% of students with exceptional needs students had access and received special education programs and services.
3. 100% of students will have a minimum of 200 minutes every two weeks of Physical Education.
4. Programs and services were developed and provided to 100% of unduplicated pupils.

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

Staff will be maintained to provide one teacher per grade level K-8. Current staffing provides one teacher per grade level which will be maintained. Staffing levels would otherwise not be sustainable.

Actual Actions/Services

Current staffing provides one teacher per grade level which will be maintained.

Budgeted Expenditures

\$55000
Supplemental/Concentration
Certificated Personnel Salaries

\$24000
Supplemental/Concentration
Employee Benefits

Estimated Actual Expenditures

\$48772
Supplemental/Concentration
Certificated Personnel Salaries

\$17382
Supplemental/Concentration
Employee Benefits

Action 2

Planned Actions/Services

Maintain Principal/Teacher to Superintendent/Principal and continue to focus on implementing research based ELD, and insure that staff complies with ELD standards. Superintendent/Principal will be responsible for insuring that the reclassification process is consistent with LEA standards.

Actual Actions/Services

Principal/Teacher was maintained as Superintendent/Principal. Superintendent/Principal continued to focus on implementing research based ELD, and insured that staff complied with ELD standards. Superintendent/Principal was responsible for insuring that the reclassification process is consistent with LEA standards.

Budgeted Expenditures

\$42000
Supplemental/Concentration
Certificated Personnel Salaries

\$13800
Supplemental/Concentration
Employee Benefits

Estimated Actual Expenditures

\$41522
Supplemental/Concentration
Certificated Personnel Salaries

\$13440
Supplemental/Concentration
Employee Benefits

Action 3

Planned Actions/Services

For English Learners: Continued Professional Development for teachers and administrators on the use of research based ELD materials and strategies, as well as CELDT/ELPAC language proficiency levels, rubrics and implementation in the classroom

Actual Actions/Services

Teachers and EL Coordinator attended various ELD workshops throughout the school year.

Budgeted Expenditures

\$1000
Supplemental/Concentration Services and Other Operating Expenditures

Estimated Actual Expenditures

\$1039
Supplemental/Concentration Services and Other Operating Expenditures

Action 4

Planned Actions/Services

Continue annual ELPAC Training of Trainers.

Actual Actions/Services

Current staff was previously trained and did not require training this year.

Budgeted Expenditures

\$500
Supplemental/Concentration Services and Other Operating Expenditures

Estimated Actual Expenditures

\$454
Supplemental/Concentration Services and Other Operating Expenditures

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Annual CELDT testing for all TK and Kindergarten students will be scheduled in August, before the first day of instruction and CELDT testing for all 1st through 8th grade ELD students will be conducted within the first two weeks of school.

EL Coordinator/Teacher worked additional hours and testing was completed within the first two weeks of the school year.

\$1500
Supplemental/Concentration
Certificated Personnel Salaries

\$1500
Supplemental/Concentration
Certificated Personnel Salaries

\$240
Supplemental/Concentration
Employee Benefits

\$0
Supplemental/Concentration
Employee Benefits

Action 6

Planned Actions/Services

Continue the use of web-based supplemental ELD materials that are aligned to the CCSS. Third year of a three year contract that was paid for in year 1.

Actual Actions/Services

Subscription to LEXIA Core 5 was purchased.

Budgeted Expenditures

\$6600
Supplemental/Concentration
Books and Supplies

Estimated Actual Expenditures

\$39120
Supplemental/Concentration
Books and Supplies

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide Parent training for parents of economically disadvantaged, ELL, reclassified students, foster youth, individuals with exceptional needs and other interested as funding allows.

EL Coordinator was out on maternity leave for a portion of the year and is planning on implementing Parent training meetings in the 2018-19 school year.

\$3000
Supplemental/Concentration
Books and Supplies

\$0
Supplemental/Concentration
Books and Supplies

Action 8

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Maintain Special Education/Resource Specialist to assist in coordinating and administering CELDT testing and assist in the reclassification process to support ELD.

Special Education/Resource Specialist assisted in coordinating and administering CELDT testing and assisted in the reclassification process to support ELD.

No Cost

No Cost

Action 9

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Maintain current paraprofessional support for ELD Program.

Current paraprofessional supported ELD program increased ____ hours per day.

\$7800
Supplemental/Concentration
Classified Personnel Salaries

\$6751
Supplemental/Concentration
Classified Personnel Salaries

\$7765
Supplemental/Concentration
Employee Benefits

\$5535
Supplemental/Concentration
Employee Benefits

Action 10

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Increase hours of part-time certificated staff to coordinate, implement ELD program and analyze CELDT and local assessment results to target student needs in specific domains.

Certificated staff member increased to full time in August and coordinated language development for EL students and implemented ELD program.

\$14500
Supplemental/Concentration
Certificated Personnel Salaries

\$22341
Supplemental/Concentration
Certificated Personnel Salaries

\$2200
Supplemental/Concentration
Employee Benefits

\$10517
Supplemental/Concentration
Employee Benefits

Action 11

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

For foster youth: The educational outcomes for foster youth will be progress monitored and students that are not showing improvement will be given appropriate interventions.

Educational outcomes for foster youth mirrored those of the general student population.

No Cost

No Cost

Action 12

Planned Actions/Services

For redesignated fluent English proficient pupils: Continue to support language development and progress monitor academic progress to ensure students are not in need of intervention. When the need arises, support with intervention.

Actual Actions/Services

For redesignated fluent English proficient pupils: Continue to support language development and progress monitor academic progress to ensure students are not in need of intervention. When the need arises, support with intervention.

Budgeted Expenditures

No cost

Estimated Actual Expenditures

No cost

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

Analysis

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

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

Goal 2:

All English Learners will become reclassified by the time they graduate from Di Giorgio Elementary School.

LCFF funds allow us to continue providing one teacher per grade level for our students. We would have one or two combination classes without the use of LCFF funds. All of our teachers were fully credentialed and use various strategies such as SDAIE to help our EL population advance toward reclassification. Our teachers and EL Coordinator were able to attend ELD workshops designed to improve teaching practices. We increased the number of hours our EL Coordinator is working which increased the time spent working with both students and staff. The web-based supplemental ELD program combined with the purchase of Chromebooks allows our students to spend more time improving fluency. We were able to increase the hours our paraprofessionals spend working with small groups of EL students.

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

All EL students have a fully credentialed teacher who has been trained to use various strategies to help advance EL students towards reclassification. Our EL Coordinator is able to work with teachers to check the progress of each EL student and adjust teaching practices to improve student achievement. Our Special Education/Resource Specialist is able to work with our EL coordinator to support ELD instruction. The EL reclassification rate was 17.5% and 83.6% of EL's made progress towards proficiency. The District's EL reclassification rate of 17.5% exceeded both the state and county averages.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For action step 6, we purchased a 5 year site license for a supplemental online program, Lexia, designed to improve ELA fluency and comprehension.

Purchasing a 5 year license instead of a yearly contract will save us \$11,000 over the five year period. For action step 7, there were no parent training meetings held in the 2017-18 school year. We are planning on having these parent trainings during the 2018-19 school year.

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

For action step 5, annual testing will be for the ELPAC and not the CELDT. For action step 10, we will maintain the hours of certificated staff to coordinate and implement our ELD Program. All other action steps remain unchanged.

Goal 3

Goal 3 The Di Giorgio School District will establish and maintain an environment where students feel safe and engaged in their learning every day.

State and/or Local Priorities addressed by this goal:

State Priorities: 6, 8

Local Priorities: NA

Annual Measurable Outcomes

Expected

Priority 6:

1. 3.7% student suspension rate.
2. 0% student expulsion rate.
3. Students district-wide reporting feeling "safe" and "supported by adults" at school.

Actual

Priority 6:

1. Decreased suspension rate to 0.5%.
2. Maintained 0% expulsion rate.
3. 78% of students district-wide reported feeling "safe" and "supported by adults" at school as measured by the California Health Kids Survey in grades 5-8.

Expected

4. Priority 8:

1. Student outcomes in the subject areas described in Sections 51210 and 51220 as applicable.

5th Grade HFZ:

Aerobic Capacity increase to 76%
 Body Composition increase to 63%
 Flexibility increase to 54%

7th Grade HFZ:

Aerobic Capacity increase to 44%
 Body Composition increase to 44%
 Flexibility increase to 71%

Actual

4. Priority 8:

1. Student outcomes in the subject areas described in Sections 51210 and 51220 as applicable.

5th Grade HFZ:

Aerobic Capacity decreased to 51.6%
 Body Composition decreased to 48.4%
 Flexibility increased to 54.8%

7th Grade HFZ:

Aerobic Capacity increased to 60.9%
 Body Composition increased to 56.5%
 Flexibility increased to 78.3%

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

Review and update SWPBIS system yearly and provide PD as necessary - provide incentives for desired behaviors.

Professional Development was provided during the 2017-18 school year on SWPBIS and with input from staff, system was updated to include daily recognition of community values.

\$8000
Supplemental/Concentration
Books and Supplies

\$2343
Supplemental/Concentration
Books and Supplies

Action 2

Planned Actions/Services

Provide college and career ready opportunities with college visits and tours to become part of 7th and 8th grade leadership opportunities.

Actual Actions/Services

Instruction on college and career readiness opportunities were provided by high school counselors in the spring of 2017. College tours were taken during the school year.

Budgeted Expenditures

\$1000
Supplemental/Concentration
Books and Supplies

\$3562
Supplemental/Concentration
Classified Personnel Salaries

\$352
Supplemental/Concentration
Employee Benefits

Estimated Actual Expenditures

\$543
Supplemental/Concentration
Books and Supplies

\$0
Supplemental/Concentration
Classified Personnel Salaries

\$0
Supplemental/Concentration
Employee Benefits

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Maintain relationship with Kern County Superintendent of Schools TRACK (Truancy Reduction and Attendance Coalition of Kern) program

Paraprofessional was utilized in communicating with parents on a daily basis about student absences and tardies through phone calls and letters home. Paraprofessional spent one hour each day on school attendance. There was no cost for TRACK workshops.

No cost

No cost

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Review and improve wellness plan to include nutrition services and chronic absences. Support for nutrition program for snack and breakfast

School wellness plans and policies were reviewed and plans for improving chronic absence and tardy rates. Nutrition services were maintained

\$60000
Supplemental/Concentration
Other Outgo

\$30000
Supplemental/Concentration
Other Outgo

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Advertise and provide Parent Project training for parents of economically disadvantaged, ELL, foster and homeless youth, individuals with exceptional needs, as well as all other stakeholders who are interested.

EL Coordinator was trained in previous years and is planning on implementing Parent training meetings for parents of economically disadvantaged, ELL, foster and homeless youth, individuals with exceptional needs, as well as all other stakeholders who are interested. in the 2018-19 school year

\$2000
Supplemental/Concentration
Certificated Personnel Salaries

\$250
Supplemental/Concentration
Books and Supplies

\$400
Supplemental/Concentration
Employee Benefits

\$0
Supplemental/Concentration
Certificated Personnel Salaries

\$0
Supplemental/Concentration
Books and Supplies

\$0
Supplemental/Concentration
Employee Benefits

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue to support language development via responding to progress monitoring data to meet the needs of RFEP and EL students.

Continued support for language development

No cost

No cost

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Responding to input from stakeholders and their concerns about the condition of the District's facilities, the District will accelerate the repair of facilities to increase the level of school connectiveness and safety.

Comply with education codes facilities, and increase the level of school connectedness and safety. School facilities were updated and maintained to enhance student safety. (What projects were completed)

\$43837
Supplemental/Concentration Services and Other Operating Expenditures

\$63479
Supplemental/Concentration Services and Other Operating Expenditures

\$36628
Supplemental/Concentration Capital Outlay

\$0
Supplemental/Concentration Capital Outlay

Action 8

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Maintain Teacher-led after school tutoring services for students who are below grade level in English

Continued teacher led after school tutoring services for students who are below grade level in English Language Arts or Mathematics. Extension of summer services.

\$13000
Supplemental/Concentration Certificated Personnel Salaries

\$8152
Supplemental/Concentration Certificated Personnel Salaries

\$2275
Supplemental/Concentration Employee Benefits

\$1407
Supplemental/Concentration Employee Benefits

Action 9

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Establish music/performing arts program

Music and performing arts program was not started due to the unavailability of qualified candidates.

\$31957

\$0

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

Analysis

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

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

Goal 3: The Di Giorgio School District will establish and maintain an environment where students feel safe and engaged in their learning every day.

A team of staff members, including certificated, classified and administrative members, attended School Wide PBIS training. Surveys were distributed to staff, students and parents to gather information on how to improve student engagement and learning and parent involvement. A plan is being developed to help the District establish a more conducive learning environment. Our seventh and eighth grade students visited two college campuses which we believe will encourage them to start thinking about college as a real possibility. Contact was made either by phone or in person to parents of chronically truant or chronically absent students to determine the reasons for the continued tardies and absences and to see if the District is able to help the families get their children to school in a more consistent manner. The District utilized current certificated staff to provide after school tutoring for any students needing extra attention.

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

School Wide PBIS plan is in the process of being finalized by a team of certificated, classified and administrator and will be implemented in the 2017-18 school year. Seventh and eighth grade students were able to visit two colleges during the 2017-18 school year. A classified staff member was able to make daily contact with family members of students with absences to help improve overall attendance. Students who needed extra help were able to meet with certificated staff members after school for tutoring services which will lead to increased academic performance.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For action step 1, professional development was less than expected. For action step 2, the college visits were less than expected because we took school lunches instead of purchasing lunch on one of the trips. For action step 3, there was no cost for the TRACK meetings available through

KCSOS. For action step 4, the contribution to the nutrition program was less than expected. For action step 5, parent training meetings were not held in 2017-18, but are being planned for in the 2018-19, school year. For action step 7, the cost of the fence was less than expected. For action step 8, the tutoring program began later in the school year than planned. No money was spent on action step 9 due to not being able to find qualified candidates for the position.

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

Goal 3 remains unchanged. We have increased the budgeted amount for action step 1 to accelerate the implementation of our new school wide PBIS which will give our students an environment that is more conducive to learning. For action step 3, there is no cost to the District for our involvement with the KCSOS truancy group. Action step 9 has been changed from starting a music/performing arts program to providing support for our after school program. We lost a portion of our state funding for the after school program due to a decrease in attendance. We will use LCFF funds to help provide for salaries and materials.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

The Di Giorgio School District involved stakeholders in the development of this LCAP through the following processes:

- November 2, 2017: Focus Group Meeting: School Superintendent, Special Education Coordinator, and Chief Business Official
- November 15, 2017: District Advisory Committee, School Site Council, District English Language Acquisition Committee and Parent Teachers and Friends Meeting.
- * January 17, 2018 at 4:00 p.m.: LCAP placed on regular board meeting agenda for discussion.
- * February 14, 2018: LCAP workshop at KCSOS attended by Superintendent, CBO and Special Education Director.
- An information item regarding the LCAP was included in the agenda of the regularly scheduled meeting of the board held February 21, 2018 at 4:00 p.m.
- March 6, 2018: Focus Group Meeting: School Superintendent, Special Education Coordinator and

Chief Business Official

- March 14, 2018 at 3:00 p.m.: District Advisory Committee, School Site Council, District English Language Acquisition Committee and Parent Teachers and Friends Meeting.
- April 11, 2018 at 3:00 p.m.: The district held a stakeholders meeting and focus group session. Parents, community members, staff, students, and classified and certificated bargaining units were all notified of the meeting.
- April 18, 2018: An information item regarding the LCAP was included in the agenda of the regularly scheduled meeting of the School Board.
- May 9, 2018: Focus Group work day, School Superintendent, Special Education Coordinator, and Chief Business Official
- May 17, 2018: LCAP workshop at KCSOS attended by Superintendent, CBO and Special Education Director.
- May 21, 2018: Focus Group work day. Refine final draft to go before the DAC, SSC, DELAC and PTF members
- May 23, 2018 at 3:00 p.m.: The Focus Group presented a draft of its Local Control Accountability Plan (LCAP) to the District Advisory Committee (DAC), School Site Council, Parent Teacher and Friends Organization and Di Giorgio English Language Acquisition Council, (DELAC).
- May 29, 2018: The district LCAP will be available for public review and comment. The Superintendent will reply to all questions and comments in writing before the LCAP is placed on the agenda for a public hearing.
- June 6, 2018: A public hearing will be held at 2:00 p.m. for public comment and recommendations from the public related to the LCAP

- June 20, 2018: A regular meeting will be held at 2:00 p.m. for adoption of proposed LCAP.

Impact on LCAP and Annual Update

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

District Superintendent, Special Education Coordinator and Chief Business Official met to begin discussions regarding timelines and dates for Stakeholder engagement and LCFF/LCAP development. November 2, 2017 The Team will attend a number of workshops hosted by the Kern County Supt. of Schools on LCAP development for 2017-18.

Begin the process of informing and including parents, students, staff and community members in the process of developing a plan to implement the LCFF and LCAP.

A discussion was held regarding the development of the District's LCAP. The Superintendent informed the Board and all visitors of the intent of the district to conduct a needs assessment and seek input from all stakeholders in establishing goals and developing the LCAP for implementation and use of LCFF funds.

A first draft of the 2018-19 LCAP was shared with the group. The group was informed of the Stakeholder/Parent meeting scheduled for May 23, 2018 at 3:00 p.m.

Healthy Kids Parent, student and staff Surveys were chosen to distribute to parents, students and staff. Surveys were distributed in English and Spanish. A draft of the LCAP was shared with the group. Stakeholders were informed that the surveys would be used to help adjust existing goals and assist in implementing the District's LCAP. Assistance in English and Spanish was available if needed. The LCAP process was explained to the group. The Superintendent gave an overview of the 8 priorities established by the State and how those priorities are broken down into (3) specific areas. The Superintendent informed the participants that last year's GOALS and Action steps would be reviewed and updated to show what was expected to be implemented and what was actually accomplished. The participants were informed that the GOALS would be adjusted and established for 2018-19 and that all (8) state priorities would be met within those goals.

The Focus Group compiled and summarized the input from the stakeholder meetings. Results of surveys were included and summarized in needs assessment data. The Focus Group continued developing and designing the LCAP based on the goals identified through the comprehensive needs assessment, such as, advances in language classification, CCSS implementation, increasing numbers of teaching and paraprofessional staff, improving attendance, and more focus on college and career readiness.

District representatives presented the LCAP at the May 23, 2018 DAC, SSC, DELAC, PTF meeting. Members were given the opportunity to pose questions to the Superintendent for written response. There were no questions.

The district reviewed meeting notes to the proposed LCAP. There were no questions posed by stakeholders or DAC, SSC, DELAC, PTF representatives, therefore no written responses were provided. The district will receive confirmation that the proposed goals are in alignment with the district's vision and mission.

A public hearing was held on June 6, 2018 to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. There were no comments.

The LCAP was placed on the agenda of the June 20, 2018 regular Meeting of the School Board for adoption. Upon motion of Theresa Herrera and seconded by Laura Lee Kirkley the Board approved the LCAP.

2018-19 Local Control Accountability Plan was approved and adopted by the Board of Trustees with the following votes: Roll Call: Theresa Vietti-Herrera: aye Laura Lee Kirkley: aye Steve Murray: aye

Ayes: 3 Noes: 0

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged

Goal 1

Goal 1 The Di Giorgio School District will increase student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities: NA

Identified Need:

Priority 1:

1. School facilities are maintained and in good repair as measured by the FIT Report.
2. Teachers are fully credentialed and appropriately assigned.
3. Students have sufficient access to standards aligned instructional materials.

Priority 2:

1. Implement academic and performance standards that have been adopted by the SBE.
2. Provide access for EL's to CCSS aligned and ELD standards instructional materials.

Priority 4:

1. Statewide Assessments

- CAASPP ELA/Literacy overall percentage of pupils who met or exceeded standards was 25.7% for 2016-17, an increase of 5.7%.
 - CAASPP Mathematics overall percentage of pupils who meet or exceed standards was 13.5% for 2016-17, an increase of 7.5%.
 - CAASPP Science overall percentage of 5th Grade pupils who are proficient or advanced was 28% for the 2015-16 school year.
- CAASPP Science overall percentage of 8th Grade pupils who are proficient or advanced was 43% for the 2015-16 school year.

2. API – NA

3. College required course completion - N/A

4. 83.6% of EL's made progress toward English Proficiency as reports by CELDT scores..

5. EL Reclassification rate - 17.5%

6. Pupils passing advanced placement or participated in college preparedness courses - N/A

7. The percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness NA

Expected Annual Measureable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Priority 1

100% of facilities will be well maintained as measured by FIT Report
Teachers will be fully credentialed and appropriately assigned 100% of

Priority 1

100% of facilities are well maintained as measured by FIT Report
Teachers are fully credentialed and appropriately assigned 100% of the school day.
Students have access to standards aligned

Priority 1

100% of facilities are well maintained as measured by FIT Report
Teachers are fully credentialed and appropriately assigned 100% of the school day.
Students have access to standards aligned

Priority 1

100% of facilities are well maintained as measured by FIT Report
Teachers are fully credentialed and appropriately assigned 100% of the school day.
Students have access to standards aligned

Priority 1

100% of facilities are well maintained as measured by FIT Report
Teachers are fully credentialed and appropriately assigned 100% of the school day.
Students have access to standards aligned

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

the school day.
Students have access to standards aligned instructional materials 100% of the school day.

Priority 2

Maintain level of implementation of CCSS as substantial as based on CDE's APS criteria.
EL's have access to CCSS aligned and ELD standards instructional materials 100% of the school day

Priority 4:
1. Statewide Assessments
• CAASPP ELA/Literacy overall

instructional materials 100% of the school day.

Priority 2

Maintain level of implementation of CCSS as substantial as based on CDE's APS criteria.
EL's have access to CCSS aligned and ELD standards instructional materials 100% of the school day

Priority 4:
1. Statewide Assessments
• CAASPP ELA/Literacy overall percentage of pupils who met or exceeded standards was 25.7% for 2016-17, an increase of 5.7%.
• CAASPP Mathematics overall percentage of pupils who meet or exceed standards was

instructional materials 100% of the school day.

Priority 2

Maintain level of implementation of CCSS as substantial as based on CDE's APS criteria.
EL's have access to CCSS aligned and ELD standards instructional materials 100% of the school day

Priority 4:
1. Statewide Assessments
• CAASPP ELA/Literacy overall percentage of pupils who met or exceeded standards was 25.7% for 2016-17, an increase of 5.7%.
• CAASPP Mathematics overall percentage of pupils who meet or exceed standards was

instructional materials 100% of the school day.

Priority 2

Maintain level of implementation of CCSS as substantial as based on CDE's APS criteria.
EL's have access to CCSS aligned and ELD standards instructional materials 100% of the school day

Priority 4
CAASPP ELA overall percentage of pupils who meet or exceed standard will increase 3% over the previous year.
CAASPP Mathematics overall percentage of pupils who meet or exceed standard will increase 3% over the previous year.

instructional materials 100% of the school day.

Priority 2

Maintain level of implementation of CCSS as substantial as based on CDE's APS criteria.
EL's have access to CCSS aligned and ELD standards instructional materials 100% of the school day

Priority 4

CAASPP ELA overall percentage of pupils who meet or exceed standard will increase 3% over the previous year.
CAASPP Mathematics overall percentage of pupils who meet or exceed standard will increase 3% over the previous year.
CAASPP Science overall percentage of pupils who

Metrics/Indicators

percentage of pupils who met or exceeded standards was 25.7% for 2016-17, an increase of 5.7%.

- CAASPP

Mathematics overall percentage of pupils who meet or exceed standards was 13.5% for 2016-17, an increase of 7.5%.

- CAASPP Science overall percentage of 5th Grade pupils who are proficient or advanced was 28% for the 2015-16 school year.
- CAASPP Science overall percentage of 8th Grade pupils who are proficient or advanced was 43% for the 2015-16 school year.

Baseline

13.5% for 2016-17, an increase of 7.5%.

- CAASPP Science overall percentage of 5th Grade pupils who are proficient or advanced was 28% for the 2015-16 school year.
- CAASPP Science overall percentage of 8th Grade pupils who are proficient or advanced was 43% for the 2015-16 school year.
- 83.6% of EL's made progress toward English Proficiency as reports by CELDT scores..

17.5% of English Learners were reclassified in 2017-18

API - NA

College Required course completion - NA

Pupils passing advanced placement or participated in college preparedness courses - NA

The percentage of pupils who participate in and

2017-18

13.5% for 2016-17, an increase of 7.5%.

- CAASPP Science overall percentage of 5th Grade pupils who are proficient or advanced was 28% for the 2015-16 school year.
- CAASPP Science overall percentage of 8th Grade pupils who are proficient or advanced was 43% for the 2015-16 school year.
- 83.6% of EL's made progress toward English Proficiency as reports by CELDT scores..

17.5% of English Learners were reclassified in 2017-18

API - NA

College Required course completion - NA

Pupils passing advanced placement or participated in college preparedness courses - NA

The percentage of pupils who participate in and

2018-19

CAASPP Science overall percentage of pupils who meet or exceed standard will increase 3% over the previous year.

The percentage of EL's that make progress toward English Proficiency as reported by ELPAC scores will increase by 2%

The percentage of English Learners that are reclassified will increase by 2%

API – NA

College Required course completion – NA

Pupils passing advanced placement or participated in college preparedness courses – NA

The percentage of pupils who participate in and demonstrate college preparedness pursuant to the EAP or any subsequent assessment

2019-20

meet or exceed standard will increase 3% over the previous year.

The percentage of EL's that make progress toward English Proficiency as reported by ELPAC scores will increase by 2%

The percentage of English Learners that are reclassified will increase by 2%

API - NA

College Required course completion - NA

Pupils passing advanced placement or participated in college preparedness courses - NA

The percentage of pupils who participate in and demonstrate college preparedness pursuant to the EAP or any subsequent assessment of college preparedness - NA

Metrics/Indicators

83.6% of EL's made progress toward English Proficiency as reports by CELDT scores..
 17.5% of English Learners were reclassified in 2017-18
 API - NA
 College Required course completion - NA
 Pupils passing advanced placement or participated in college preparedness courses - NA
 The percentage of pupils who participate in and demonstrate college preparedness pursuant to the EAP or any subsequent assessment of

Baseline

demonstrate college preparedness pursuant to the EAP or any subsequent assessment of college preparedness - NA

2017-18

demonstrate college preparedness pursuant to the EAP or any subsequent assessment of college preparedness - NA

2018-19

of college preparedness – NA

2019-20

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

college
preparedness - NA

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

Unchanged

Modified

Modified

2017-18 Actions/Services

Purchase supplemental Math, ELA, Science, Social Studies, and ELD materials for all students including English Language Learners, low income, any future foster youth/homeless and special education students.

2018-19 Actions/Services

Purchase supplemental Math, ELA, Science, Social Studies, and ELD materials for all students including English Language Learners, low income, any future foster youth/homeless and special education students.

2019-20 Actions/Services

Purchase supplemental Math, ELA, Science, Social Studies, and ELD materials for all students including English Language Learners, low income, any future foster youth/homeless and special education students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10000	\$16584	\$25845
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies

Action #2

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Professional Development in CCSS. Attend professional development provided by KCSOS and other vendors as available.

N/A

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	1. \$3000 2. \$8000 3. \$580		
Source	Supplemental/Concentration Supplemental/Concentration Supplemental/Concentration		
Budget Reference	Certificated Personnel Salaries Services and Other Operating Expenditures Employee Benefits		

Action #3

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide STEM Professional Development. Attend professional development provided by KCSOS and other vendors as available. Sixth grade students to attend Camp KEEP.

Provide STEM Professional Development. Attend professional development provided by KCSOS and other vendors as available. Sixth grade students to attend Camp KEEP.

Provide STEM Professional Development. Attend professional development provided by KCSOS and other vendors as available. Sixth grade students to attend Camp KEEP.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6300	\$9000	\$9000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration

Year	2017-18	2018-19	2019-20
Budget Reference	Services and Other Operating Expenditures	Services and Other Operating Expenditures	Services and Other Operating Expenditures

Action #4

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Participate in Science 4 Fun Operated by Kern County Supt of Schools in conjunction with Chevron Corporation, when available.

N/A

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional cost		
Source	No additional cost		
Budget Reference	No additional cost		

Action #5

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners

LEA-Wide

All Schools

Actions/Services

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

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

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

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Increase staff participation and collaboration in full implementation of CCSS. Staff will attend 3 grade span collaboration days as provided by the district. Grade Span Collaboration supplies and expenses

Increase staff participation and collaboration in full implementation of CCSS. Staff will attend 3 grade span collaboration days as provided by the district. Grade Span Collaboration supplies and expenses

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$3000
\$250
\$800

\$3000
\$580
\$1000

Year	2017-18	2018-19	2019-20
Source	Supplemental/Concentration Supplemental/Concentration Supplemental/Concentration	Supplemental/Concentration Supplemental/Concentration Supplemental/Concentration	
Budget Reference	Certificated Personnel Salaries Employee Benefits Books and Supplies	Certificated Personnel Salaries Employee Benefits Books and Supplies	

Action #6

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners

LEA-Wide

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

Update library titles to include more non-fiction and magazine subscriptions related to STEM. Replace worn and out of date library titles.

2018-19 Actions/Services

Update library titles to include more non-fiction and magazine subscriptions related to STEM. Replace worn and out of date library titles.

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4000	\$5000	
Source	Supplemental/Concentration	Supplemental/Concentration	
Budget Reference	Books and Supplies	Books and Supplies	

Action #7

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

Students to be Served

Location(s)

N/A

N/A

OR

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

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

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

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

Unchanged

Modified

Modified

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

Update technology and related infrastructure to support student outcomes. Purchase computers to support technology use in the classroom as well as replacing outdated computers in the computer lab. Purchase Smartboard interactive flat panels and training for classrooms as needed. Upgrade network connections to support infrastructure

Update technology and related infrastructure to ensure all students, including English Learners, have access to a broad course of study in all subject areas and can safely access academic content and performance standards to help prepare for state assessments and support student outcomes. Purchase desktop and laptop computers to support technology use in the classroom as well as replacing outdated

Update technology and related infrastructure to ensure all students, including English Learners, have access to a broad course of study in all subject areas and can safely access academic content and performance standards to help prepare for state assessments and support student outcomes. Purchase desktop and laptop computers to support technology use in the classroom as well as replacing outdated

computers. Upgrade network connections to support infrastructure. Maintain network security to help keep students on task and focused by filtering web content.

computers. Upgrade network connections to support infrastructure. Maintain network security to help keep students on task and focused by filtering web content.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$80000 \$3500 \$18000	\$65000 \$5000 \$18000 \$5000	\$80000 \$5000 \$25856 \$5000
Source	Supplemental/Concentration Supplemental/Concentration Supplemental/Concentration	Supplemental/Concentration Supplemental/Concentration Supplemental/Concentration Supplemental/Concentration	Supplemental/Concentration Supplemental/Concentration Supplemental/Concentration Supplemental/Concentration
Budget Reference	Capital Outlay Services and Other Operating Expenditures Services and Other Operating Expenditures	Capital Outlay Services and Other Operating Expenditures Services and Other Operating Expenditures Books and Supplies	Capital Outlay Services and Other Operating Expenditures Services and Other Operating Expenditures Books and Supplies

Action #8

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Modified

2017-18 Actions/Services

Maintain library media increase in hours and provide Professional Development for Library clerk. Maintain new Library management software, professional development and services.

2018-19 Actions/Services

Maintain library media increase in hours and provide Professional Development for Library clerk. Maintain new Library management software, professional development and services.

2019-20 Actions/Services

Maintain library media increase in hours and provide Professional Development for Library clerk. Maintain new Library management software, professional development and services.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$13000 \$2700	\$15000 \$3500	\$16000 \$4000
Source	Supplemental/Concentration Supplemental/Concentration	Supplemental/Concentration Supplemental/Concentration	Supplemental/Concentration Supplemental/Concentration
Budget Reference	Classified Personnel Salaries Employee Benefits	Classified Personnel Salaries Employee Benefits	Classified Personnel Salaries Employee Benefits

Action #9

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners

LEA-Wide

All Schools

Actions/Services

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

Unchanged

2017-18 Actions/Services

For redesignated fluent English proficient pupils: Continue to support language development by collecting and analyzing achievement data and providing intervention as needed with classroom teacher.

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

Unchanged

2018-19 Actions/Services

N/A

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

Unchanged

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional cost		
Source	No additional cost		
Budget Reference	No additional cost		

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

Unchanged

Goal 2

Goal 2 All English Learners will become reclassified by the time they graduate from Di Giorgio School

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 5, 7

Local Priorities: NA

Identified Need:

Priority 3:

1. Parents will receive paper communications in their English and Spanish language.
2. Parents will be in attendance at all School Site Council and District English Language Advisory Committee meetings. Parents will provide input on LCAP, Safety Plan, and various other programs.
3. Parent conferences will be held two times during the school year for parents to meet with teachers to discuss their children's academic progress.
4. Parents of EL students will be contacted to provide information on progress towards reclassification.
5. Parents of unduplicated pupils and community members are invited to attend various school committee meetings using various methods of communication such as phone calls, flyers, and internet.
6. Parents of students with exceptional needs will be invited to attend yearly meetings to discuss the instructional plan provided for their child. Parents may request a meeting at any time to discuss any concerns they may have

about their children.

Priority 4:

1. Statewide Assessments

- CAASPP ELA/Literacy overall percentage of pupils who met or exceeded standards was 25.7% for 2016-17
- CAASPP Mathematics overall percentage of pupils who met or exceeded standards was 13.5% for 2016-17
- CAASPP Science overall percentage of 5th Grade pupils who are proficient or advanced was 28% for 2015-16 and 43% for 8th Grade students.

2. .API – NA

3. College required course completion - N/A

4. 83.6% of EL's made progress toward English Proficiency as reports by CELDT scores..

5. EL Reclassification rate - 17.5%

6. Pupils passing advanced placement or participated in college preparedness courses - N/A

7. The percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness NA

Priority 5:

1. Current attendance rate is 95.16%.

2. Current chronic absenteeism rate is 9.8%

3. Middle School dropout rate is 0%

4. High School dropout rate – NA

5. High School graduation rate – NA

Priority 7:

1. English Learner students have access to a broad course of study in all subject areas as stated in Sections 51210 and 51220(a) to (i).

2. Students with exceptional needs will have access and will receive special education programs and services.

3. Programs and services will be developed and provided to 100% of unduplicated pupils.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Priority 3 100% of parents will receive paper communications in their English and Spanish language</p> <p>100% of parents of unduplicated and exceptional needs students will be invited to attend regularly scheduled meetings for District English Language Advisory Committee, School Site Council, and Parent Teacher Friends using various methods of communication such as phone calls and flyers.</p> <p>Priority 4: 1. Statewide</p>	<p>Priority 3 100% of parents will receive paper communications in their English and Spanish language</p> <p>100% of parents of unduplicated and exceptional needs students will be invited to attend regularly scheduled meetings for District English Language Advisory Committee, School Site Council, and Parent Teacher Friends using various methods of communication such as phone calls and flyers.</p> <p>Priority 4: 1. Statewide Assessments • CAASPP ELA/Literacy overall percentage of</p>	<p>Priority 3 Maintain 100% of parents will receive paper communications in their English and Spanish language</p> <p>Maintain 100% of parents of unduplicated and exceptional needs students will be invited to attend regularly scheduled meetings for District English Language Advisory Committee, School Site Council, and Parent Teacher Friends using various methods of communication such as phone calls and flyers.</p> <p>Priority 4 CAASPP ELA overall percentage of pupils who meet or exceed standard will increase 3% over the</p>	<p>Priority 3 Maintain 100% of parents will receive paper communications in their English and Spanish language</p> <p>Maintain 100% of parents of unduplicated and exceptional needs students will be invited to attend regularly scheduled meetings for District English Language Advisory Committee, School Site Council, and Parent Teacher Friends using various methods of communication such as phone calls and flyers.</p> <p>Priority 4 CAASPP ELA overall percentage of pupils who meet or exceed standard will increase 3% over the previous year.</p>	<p>Priority 3 Maintain 100% of parents will receive paper communications in their English and Spanish language</p> <p>Maintain 100% of parents of unduplicated and exceptional needs students will be invited to attend regularly scheduled meetings for District English Language Advisory Committee, School Site Council, and Parent Teacher Friends using various methods of communication such as phone calls and flyers.</p> <p>Priority 4 CAASPP ELA overall percentage of pupils who meet or exceed standard will increase 3% over the previous year.</p>

Metrics/Indicators

Assessments

- CAASPP ELA/Literacy overall percentage of pupils who met or exceeded standards was 25.7% for 2016-17
- CAASPP Mathematics overall percentage of pupils who met or exceeded standards was 13.5% for 2016-17
- CAASPP Science overall percentage of 5th Grade pupils who are proficient or advanced was 28% for 2015-16 and 43% for 8th Grade students.

2. .API – NA
3. College required course completion - N/A
4. 83.6% of EL's

Baseline

pupils who met or exceeded standards was 25.7% for 2016-17

- CAASPP Mathematics overall percentage of pupils who met or exceeded standards was 13.5% for 2016-17
- CAASPP Science overall percentage of 5th Grade pupils who are proficient or advanced was 28% for 2015-16 and 43% for 8th Grade students.

2. .API – NA
3. College required course completion - N/A
4. 83.6% of EL's made progress toward English Proficiency as reports by CELDT scores..
5. EL Reclassification rate - 17.5%
6. Pupils passing advanced placement or participated in college preparedness courses - N/A

2017-18

previous year.

CAASPP Mathematics overall percentage of pupils who meet or exceed standard will increase 3% over the previous year.

CAASPP Science overall percentage of pupils who meet or exceed standard will increase 3% over the previous year.

The percent of EL's that will make progress toward English Proficiency as reported by CELDT scores will increase by 2% over the previous year.

The percent of English Learners that will be reclassified will increase by 2% over the previous year.

Priority 5

The percentage of

2018-19

CAASPP Mathematics overall percentage of pupils who meet or exceed standard will increase 3% over the previous year.

CAASPP Science overall percentage of pupils who meet or exceed standard will increase 3% over the previous year.

The percent of EL's that will make progress toward English Proficiency as reported by CELDT scores will increase by 2% over the previous year.

The percent of English Learners that will be reclassified will increase by 2% over the previous year.

Priority 5

The percentage of

2019-20

CAASPP Mathematics overall percentage of pupils who meet or exceed standard will increase 3% over the previous year.

CAASPP Science overall percentage of pupils who meet or exceed standard will increase 3% over the previous year.

The percent of EL's that will make progress toward English Proficiency as reported by CELDT scores will increase by 2% over the previous year.

The percent of English Learners that will be reclassified will increase by 2% over the previous year.

Priority 5

The percentage of chronically absent students will decrease by 1%

The District attendance rate will be maintained at or

Metrics/Indicators

made progress toward English Proficiency as reports by CELDT scores..

5. EL Reclassification rate - 17.5%

6. Pupils passing advanced placement or participated in college preparedness courses - N/A

7. The percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness NA

Baseline

7. The percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness NA

Priority 5

The percentage of chronically absent students in 2016-17 is 13.3%

The District attendance rate is 95%

Current middle school dropout rate is 0%

Priority 7

100% of EL Students have access to a broad course of study in all subject areas as stated in sections 51210 and 51220(a) to (i).

100% of students with

2017-18

chronically absent students will decrease by 1%

The District attendance rate will be increase to 96%

Maintain middle school dropout rate of 0%

Priority 7

Maintain 100% of EL Students have access to a broad course of study in all subject areas as stated in sections 51210 and 51220(a) to (i).

Maintain 100% of students with exceptional needs will have access and will receive special education programs and services

Maintain 100% of all students have access to a broad course of study offered by the District.

2018-19

chronically absent students will decrease by 1%

The District attendance rate will be maintained at or above 96%

Maintain middle school dropout rate of 0%

Priority 7

Maintain 100% of EL Students have access to a broad course of study in all subject areas as stated in sections 51210 and 51220(a) to (i).

Maintain 100% of students with exceptional needs will have access and will receive special education programs and services

Maintain 100% of all students have access to a broad course of study offered by the District.

2019-20

above 96%

Maintain middle school dropout rate of 0%

Priority 7

Maintain 100% of EL Students have access to a broad course of study in all subject areas as stated in sections 51210 and 51220(a) to (i).

Maintain 100% of students with exceptional needs will have access and will receive special education programs and services

Maintain 100% of all students have access to a broad course of study offered by the District.

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Priority 5

The percentage of chronically absent students in 2016-17 is 13.3%

The District attendance rate is 95%

Current middle school dropout rate is 0%

Priority 7

100% of EL Students have access to a broad course of study in all subject areas as stated in sections 51210 and 51220(a) to (i).

100% of students with exceptional needs have access and receive special education programs

exceptional needs have access and receive special education programs and services

100% of all students have access to a broad course of study offered by the District.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
and services 100% of all students have access to a broad course of study offered by the District.				

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Modified

2017-18 Actions/Services

Staff will be maintained to provide one teacher per grade level K-8. Current staffing provides one teacher per grade level which will be maintained. Staffing levels would otherwise not be sustainable.

2018-19 Actions/Services

Staff will be maintained to provide one teacher per grade level K-8. Current staffing provides one teacher per grade level which will be maintained. Staffing levels would otherwise not be sustainable.

2019-20 Actions/Services

Staff will be maintained to provide one teacher per grade level K-8. Current staffing provides one teacher per grade level which will be maintained. Staffing levels would otherwise not be sustainable.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$55000 \$24000	\$52000 \$20000	\$68951 \$27859
Source	Supplemental/Concentration Supplemental/Concentration	Supplemental/Concentration Supplemental/Concentration	Supplemental/Concentration Supplemental/Concentration

Budget Reference

Certificated Personnel Salaries
Employee Benefits

Certificated Personnel Salaries
Employee Benefits

Certificated Personnel Salaries
Employee Benefits

Action #2

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners

LEA-Wide

All Schools

Actions/Services

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

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

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

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Maintain Principal/Teacher to Superintendent/Principal and continue to focus on implementing research based ELD, and insure that staff complies with ELD standards. Superintendent/Principal will be responsible for insuring that the reclassification process is consistent with LEA standards.

Maintain Principal/Teacher to Superintendent/Principal and continue to focus on implementing research based ELD, and insure that staff complies with ELD standards. Superintendent/Principal will be responsible for insuring that the reclassification process is consistent with LEA standards.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$42000 \$13800	\$50000 \$15000	
Source	Supplemental/Concentration Supplemental/Concentration	Supplemental/Concentration Supplemental/Concentration	
Budget Reference	Certificated Personnel Salaries Employee Benefits	Certificated Personnel Salaries Employee Benefits	

Action #3

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners

LEA-Wide

All Schools

Actions/Services

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

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

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

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

For English Learners: Continued Professional Development for teachers and administrators on the use of research based ELD materials and strategies, as well as CELDT/ELPAC language proficiency levels, rubrics and implementation in the classroom

For English Learners: Continued Professional Development for teachers and administrators on the use of research based ELD materials and strategies, as well as CELDT/ELPAC language proficiency levels, rubrics and implementation in the classroom

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1000	\$3000	
Source	Supplemental/Concentration	Supplemental/Concentration	
Budget Reference	Services and Other Operating Expenditures	Services and Other Operating Expenditures	

Action #4

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

for 2018-19

for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue annual ELPAC Training of Trainers.

N/A

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500		
Source	Supplemental/Concentration		
Budget Reference	Services and Other Operating Expenditures		

Action #5

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners

LEA-Wide

All Schools

Actions/Services

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

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

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

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Annual CELDT testing for all TK and Kindergarten students will be scheduled in August, before the first day of instruction and CELDT testing for all 1st through 8th grade ELD students will be conducted within the first two weeks of school.

Annual ELPAC testing for all TK and Kindergarten students will be scheduled in August, before the first day of instruction and ELPAC testing for all 1st through 8th grade ELD students will be conducted within the first two weeks of school.

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$1500 \$240	\$1500 \$300	
Source	Supplemental/Concentration Supplemental/Concentration	Supplemental/Concentration Supplemental/Concentration	
Budget Reference	Certificated Personnel Salaries Employee Benefits	Certificated Personnel Salaries Employee Benefits	

Action #6

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners

LEA-Wide

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Modified

2017-18 Actions/Services

Continue the use of web-based supplemental ELD materials that are aligned to the CCSS. Third year of a three year contract that was paid for in year 1.

2018-19 Actions/Services

Continue the use of web-based supplemental ELD and other supplemental materials that are aligned to the CCSS.

2019-20 Actions/Services

Continue the use of web-based supplemental ELD and other supplemental materials that are aligned to the CCSS.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	6600	\$10500	\$11000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies

Action #7

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

Modified

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

Modified

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

Unchanged

2017-18 Actions/Services

Provide Parent training for parents of economically disadvantaged, ELL, reclassified students, foster youth, individuals with exceptional needs and other interested as funding allows.

2018-19 Actions/Services

Provide Parent training for parents of economically disadvantaged, ELL, reclassified students, foster youth, individuals with exceptional needs and other interested as funding allows.

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3000	\$6000	
Source	Supplemental/Concentration	Supplemental/Concentration	
Budget Reference	Books and Supplies	Books and Supplies	

Action #8

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners

LEA-Wide

All Schools

Actions/Services

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

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

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

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Maintain Special Education/Resource Specialist to assist in coordinating and administering CELDT testing and assist in the reclassification process to support ELD.

Maintain Special Education/Resource Specialist to assist in coordinating and administering ELPAC testing and assist in the reclassification process to support ELD.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost	No Cost	
Source	No Cost	No Cost	
Budget Reference	No Cost	No Cost	

Action #9

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

English Learners

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services**Select from New, Modified, or Unchanged for 2017-18**

Unchanged

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

Modified

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

Modified

2017-18 Actions/Services

Maintain current paraprofessional support for ELD Program.

2018-19 Actions/Services

Maintain current paraprofessional support for ELD Program.

2019-20 Actions/Services

Maintain current paraprofessional support for ELD Program.

Budgeted Expenditures**Year****2017-18****2018-19****2019-20****Amount**

\$7800

\$15400

\$9000

\$7765

\$12491

\$550

Source	Supplemental/Concentration Supplemental/Concentration	Supplemental/Concentration Supplemental/Concentration	Supplemental/Concentration Supplemental/Concentration
Budget Reference	Classified Personnel Salaries Employee Benefits	Classified Personnel Salaries Employee Benefits	Classified Personnel Salaries Employee Benefits

Action #10

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners

LEA-Wide

All Schools

Actions/Services

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

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

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

Unchanged

Modified

Modified

2017-18 Actions/Services

Increase hours of part-time certificated staff to coordinate, implement ELD program and analyze CELDT and local assessment results to target student needs in specific domains.

2018-19 Actions/Services

Maintain hours of part-time certificated staff to coordinate, implement ELD program and analyze ELPAC and local assessment results to target student needs in specific domains.

2019-20 Actions/Services

Maintain hours of part-time certificated staff to coordinate, implement ELD program and analyze ELPAC and local assessment results to target student needs in specific domains.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$14500 \$2200	\$25000 \$12668	\$30000 \$6000
Source	Supplemental/Concentration Supplemental/Concentration	Supplemental/Concentration Supplemental/Concentration	Supplemental/Concentration Supplemental/Concentration
Budget Reference	Certificated Personnel Salaries Employee Benefits	Certificated Personnel Salaries Employee Benefits	Certificated Personnel Salaries Employee Benefits

Action #11

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

Foster Youth

LEA-Wide

All Schools

Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

For foster youth: The educational outcomes for foster youth will be progress monitored and students that are not showing improvement will be given appropriate interventions

N/A

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost		
Source	No Cost		
Budget Reference	No Cost		

Action #12

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

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

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners	LEA-Wide	All Schools

Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

For redesignated fluent English proficient pupils: Continue to support language development and progress monitor academic progress to ensure students are not in need of intervention. When the need arises, support with intervention.

N/A

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost		
Source	No Cost		
Budget Reference	No Cost		

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

Unchanged

Goal 3

Goal 3 The Di Giorgio School District will establish and maintain an environment where students feel safe and engaged in their learning every day.

State and/or Local Priorities addressed by this goal:

State Priorities: 6, 8

Local Priorities: NA

Identified Need:

We estimate the chronic absenteeism rate to be 9.8% for the 2016-17 school year.

Priority 6:

1. 3.7% student suspension rate.
2. 0% student expulsion rate.
3. Students district-wide reporting feeling "safe" and "supported by adults" at school as reported by the Healthy Kids Survey.

Priority 8:

1. Student outcomes in the subject areas described in Sections 51210 and 51220 as applicable.

5th Grade HFZ:

Aerobic Capacity 51.6%

Body Composition 48.4%

Flexibility 54.8%

7th Grade HFZ:

Aerobic Capacity 60.9%

Body Composition 56.5%

Flexibility 78.3%

Expected Annual Measureable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Priority 6
 Maintain suspension rate below 4.5%
 Maintain 0% expulsion rate
 Maintain at least 95% of students reporting feeling "safe" and

Priority 6
 Maintain suspension rate below 4.5%
 Maintain 0% expulsion rate
 Maintain at least 95% of students reporting feeling "safe" and "supported by adults" at school as measured by the

Priority 6
 Maintain suspension rate below 4.5%
 Maintain 0% expulsion rate
 Maintain at least 95% of students reporting feeling "safe" and "supported by adults" at school as measured by the

Priority 6
 Maintain suspension rate below 4.5%
 Maintain 0% expulsion rate
 Maintain at least 95% of students reporting feeling "safe" and "supported by adults" at school as measured by the

Priority 6
 Maintain suspension rate below 4.5%
 Maintain 0% expulsion rate
 Maintain at least 95% of students reporting feeling "safe" and "supported by adults" at school as measured by the California

“supported by adults” at school as measured by the California Healthy Kids Survey in grades 5-8.

Priority 8:

1. Student outcomes in the subject areas described in Sections 51210 and 51220 as applicable.

5th Grade HFZ:
Aerobic Capacity 51.6%

Body Composition 48.4%

Flexibility 54.8%

7th Grade HFZ:

California Healthy Kids Survey in grades 5-8.

Priority 8:

1. Student outcomes in the subject areas described in Sections 51210 and 51220 as applicable.

5th Grade HFZ:
Aerobic Capacity 51.6%

Body Composition 48.4%

Flexibility 54.8%

7th Grade HFZ:

Aerobic Capacity 60.9%

Body Composition 56.5%

Flexibility 78.3%

California Healthy Kids Survey in grades 5-8.

Priority 8

Student outcomes in the subject areas described in Sections 51210 and 51220 as applicable.

5th Grade HFZ:

Aerobic Capacity
Increase 3%

Body Composition
Increase 3%

Flexibility
Increase 3%

7th Grade HFZ:

Aerobic Capacity
Increase 3%

Body Composition
Increase 3%

California Healthy Kids Survey in grades 5-8.

Priority 8

Student outcomes in the subject areas described in Sections 51210 and 51220 as applicable.

5th Grade HFZ:

Aerobic Capacity
Increase 3%

Body Composition
Increase 3%

Flexibility
Increase 3%

7th Grade HFZ:

Aerobic Capacity
Increase 3%

Body Composition
Increase 3%

Healthy Kids Survey in grades 5-8.

Priority 8

Student outcomes in the subject areas described in Sections 51210 and 51220 as applicable.

5th Grade HFZ:

Aerobic Capacity
Increase 3%

Body Composition
Increase 3%

Flexibility
Increase 3%

7th Grade HFZ:

Aerobic Capacity
Increase 3%

Body Composition
Increase 3%

Aerobic Capacity
60.9%

Body Composition
56.5%

Flexibility 78.3%

Flexibility
Increase 3%

Flexibility
Increase 3%

Flexibility
Increase 3%

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Modified

2017-18 Actions/Services

Review and update SWPBIS system yearly and provide PD as necessary - provide incentives for desired behaviors.

2018-19 Actions/Services

Review and update SWPBIS system yearly and provide PD as necessary - provide incentives for desired behaviors.

2019-20 Actions/Services

Review and update SWPBIS system yearly and provide PD as necessary - provide incentives for desired behaviors.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8000	\$17000	\$17500
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies

Action #2

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide college and career ready opportunities with college visits and tours to become part of 7th and 8th grade leadership opportunities.

Provide college and career ready opportunities with college visits and tours to become part of 7th and 8th grade leadership opportunities.

Provide college and career ready opportunities with college visits and tours to become part of 7th and 8th grade leadership opportunities.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$1000 \$3562 \$352	\$2500 \$3600 \$1047	\$3000 \$3700 \$370
Source	Supplemental/Concentration Supplemental/Concentration Supplemental/Concentration	Supplemental/Concentration Supplemental/Concentration Supplemental/Concentration	Supplemental/Concentration Supplemental/Concentration Supplemental/Concentration
Budget Reference	Books and Supplies Classified Personnel Salaries Employee Benefits	Books and Supplies Classified Personnel Salaries Employee Benefits	Books and Supplies Classified Personnel Salaries Employee Benefits

Action #3

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Maintain relationship with Kern County Superintendent of Schools TRACK (Truancy Reduction and Attendance Coalition of Kern) program

N/A

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost		
Source	No Cost		
Budget Reference	No Cost		

Action #4

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Modified

2017-18 Actions/Services

Review and improve wellness plan to include nutrition services and chronic absences. Support for nutrition program for snack and breakfast

2018-19 Actions/Services

Review and improve wellness plan to improve nutrition services and address chronic absences. Support for nutrition program for snack and breakfast

2019-20 Actions/Services

Review and improve wellness plan to improve nutrition services and address chronic absences. Support for nutrition program for snack and breakfast

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$60000	\$40000	\$72515
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Other Outgo	Other Outgo	Other Outgo

Action #5

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

Unchanged

2017-18 Actions/Services

Advertise and provide Parent Project training for parents of economically disadvantaged, ELL, foster and homeless youth, individuals with exceptional needs, as well as all other stakeholders who are interested.

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

Modified

2018-19 Actions/Services

Advertise and provide Parent Project training for parents of economically disadvantaged, ELL, foster and homeless youth, individuals with exceptional needs, as well as all other stakeholders who are interested.

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

Modified

2019-20 Actions/Services

Advertise and provide Parent Project training for parents of economically disadvantaged, ELL, foster and homeless youth, individuals with exceptional needs, as well as all other stakeholders who are interested.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2000 \$250 \$400	\$1000 \$590 \$263	\$6804 \$590 \$800
Source	Supplemental/Concentration Supplemental/Concentration Supplemental/Concentration	Supplemental/Concentration Supplemental/Concentration Supplemental/Concentration	Supplemental/Concentration Supplemental/Concentration Supplemental/Concentration

Budget Reference

Certificated Personnel Salaries Books and Supplies Employee Benefits	Certificated Personnel Salaries Books and Supplies Employee Benefits	Certificated Personnel Salaries Books and Supplies Employee Benefits
--	--	--

Action #6

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to support language development via responding to progress monitoring data to meet the needs of RFEP and EL students.

N/A

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Cost		
Source	No Cost		
Budget Reference	No Cost		

Action #7

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Modified

2017-18 Actions/Services

Responding to input from stakeholders and their concerns about the condition of the District's facilities, the District will accelerate the repair of facilities to increase the level of school connectiveness and safety.

2018-19 Actions/Services

Responding to input from stakeholders and their concerns about the condition and safety of the District's facilities, the District will accelerate the repair and improvement of facilities to improve school climate for unduplicated pupils as measured by California Healthy Kids Surveys, increase the level of school connectedness, using suspension and expulsion rates as a measure, ensure the safety of students, and give students more opportunities for physical activities, as measured by Physical Fitness Testing (PFT).

2019-20 Actions/Services

Responding to input from stakeholders and their concerns about the condition and safety of the District's facilities, the District will accelerate the repair and improvement of facilities to improve school climate for unduplicated pupils as measured by California Healthy Kids Surveys, increase the level of school connectedness, using suspension and expulsion rates as a measure, ensure the safety of students, and give students more opportunities for physical activities, as measured by Physical Fitness Testing (PFT).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$43837 \$36628	\$79890 \$64318	\$89474 \$44747
Source	Supplemental/Concentration Supplemental/Concentration	Supplemental/Concentration Supplemental/Concentration	Supplemental/Concentration Supplemental/Concentration
Budget Reference	Services and Other Operating Expenditures Capital Outlay	Services and Other Operating Expenditures Capital Outlay	Services and Other Operating Expenditures Capital Outlay

Action #8

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth

LEA-Wide

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Modified

2017-18 Actions/Services

Maintain Teacher-led after school tutoring services for students who are below grade level in English

2018-19 Actions/Services

Support After School Program with tutoring services for students who are below grade level in English Language Arts and Mathematics

2019-20 Actions/Services

Support After School Program with tutoring services for students who are below grade level in English Language Arts and Mathematics

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$13000 \$2275	\$20000 \$3840	\$15000 \$4000
Source	Supplemental/Concentration Supplemental/Concentration	Supplemental/Concentration Supplemental/Concentration	Supplemental/Concentration Supplemental/Concentration
Budget Reference	Certificated Personnel Salaries Employee Benefits	Certificated Personnel Salaries Employee Benefits	Certificated Personnel Salaries Employee Benefits

Action #9

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Modified

2017-18 Actions/Services

Establish music/performing arts program

2018-19 Actions/Services

Support After School Program by providing
staff and materials as needed.

2019-20 Actions/Services

Support After School Program by providing
staff and materials as needed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$31957	\$40106	\$40905
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Services and Other Operating Expenditures	Services and Other Operating Expenditures	Services and Other Operating Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$533,876

Percentage to Increase or Improve Services

31.42%

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.

Di Giorgio Elementary is a one-school school district and as such, all action steps that are schoolwide are also district wide. The percentage of unduplicated pupils at Di Giorgio Elementary School District is approximately 97%, well above 55%, which is the reason all of our actions and services are provided on a District wide basis.

Di Giorgio Elementary will increase services for unduplicated pupils by purchasing supplemental ELD materials; providing the opportunity to attend week long trip to Camp KEEP; purchase more STEM related and non-fiction titles for library; purchase interactive flat panel displays for classrooms to enhance student learning and provide help more quickly; increase the number of hours the library is open for students to check out books by increasing the hours library clerk will be available; provide one teacher per grade level instead of having to combine grades; provide professional development for teachers and administrators on the use of ELD materials and strategies designed to improve EL student outcomes; provide a web based ELD supplemental program that is aligned to the CCSS; increase the hours of EL coordinator to work directly with EL students; provide college and career

learning opportunities by visiting colleges; accelerate the repair of facilities to comply with education codes and the Williams Act to increase students' level of school connectiveness and safety;

Di Giorgio Elementary will improve services for unduplicated pupils by providing CCSS professional development to teachers designed to improve teacher effectiveness; provide grade span collaboration days for certificated staff to review and analyze student data and plan strategies for improving student outcomes; schedule CELDT testing before the beginning of school to assist teachers with planning how to help EL students advance in fluency; provide parent training services for families of EL, economically disadvantaged, and individuals with special needs to assist them in finding available services; update school wide PBIS to improve school climate and learning opportunities; support for nutrition program to provide breakfast and snack for economically disadvantaged students to improve students' health and attendance; provide teacher led after school tutoring services to improve student learning;

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$643,720

40.41%

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.

Di Giorgio Elementary is a one-school school district and as such, all action steps that are schoolwide are also district wide. The percentage of unduplicated pupils at Di Giorgio Elementary School District is approximately 97%, well above 55%, which is the reason all of our actions and services are provided on a District wide basis.

Di Giorgio Elementary will increase services for unduplicated pupils by purchasing supplemental ELD materials; providing the opportunity to attend week long trip to Camp KEEP; purchase more STEM related and non-fiction titles for library; maintain the number of hours the library is open for

students to check out books by maintaining the hours library clerk will be available; provide one teacher per grade level instead of having to combine grades; provide professional development for teachers and administrators on the use of ELD materials and strategies designed to improve EL student outcomes; provide a web based ELD supplemental program that is aligned to the CCSS; maintain the hours of the EL coordinator to work directly with EL students; continue to provide college and career learning opportunities by visiting colleges; continue to accelerate the repair of facilities to comply with education codes and the Williams Act to increase students' level of school connectedness, ensure the safety of all students and promote a higher level of students' physical activity

Di Giorgio Elementary will improve services for unduplicated pupils by providing CCSS professional development to teachers designed to improve teacher effectiveness; provide grade span collaboration days for certificated staff to review and analyze student data and plan strategies for improving student outcomes; schedule ELPAC testing before the beginning of school to assist teachers with planning how to help EL students progress more rapidly towards proficiency and reclassification; provide parent training services for families of EL students, economically disadvantaged students, and individuals with special needs to assist them in finding available services; continue with the second year of implementation of our school wide PBIS to improve school climate and learning opportunities; support for nutrition program to provide breakfast and snack for economically disadvantaged students to improve students' health and attendance; provide teacher led after school tutoring services to improve student learning;