

**LOCAL ACCOUNTABILITY PLAN
and
ANNUAL UPDATE**

VINELAND SCHOOL DISTRICT

Local Control and Accountability Plan

LCAP Year : 2018-2019

-Executive Summary-

Goals

Goal. Conditions for Learning. On an annual basis, all conditions necessary to support effective teaching and learning will be preserved.

State Priority 1 - Basic	2016-2017	2017-2018
Teacher Credential and Assignment		
Percent of Assigned Teachers Fully Credentialed	64.9%	70.3%
Percent of Teachers Appropriately Assigned - Subject Area Competence	100%	100%
Percent of Teachers Appropriately Assigned - English Learner Authorization	100%	100%
Instructional Materials		
Percentage of schools scoring "Sufficient" on the <i>Instructional Material Sufficiency Survey</i>	100%	100%
Facilities Maintenance and Repair		
Percentage of schools scoring at least "Good" on the <i>Facilities Inspection Survey</i>	100%	100%

State Priority 2 - Implementation of State Standards	2016-2017	2017-2018
Implementation Status of State Academic Content and Performance Standards		
Common Core State Standards - English Language Arts and Literacy	Partial	Substantial
Common Core State Standards - Mathematics	Partial	Substantial
"Next Generation" Science Standards	Minimal	Partial
History-Social Studies Content Standards	Minimal	Minimal
Physical Education Model Content Standards	Minimal	Minimal
English Language Development Standards	Minimal	Minimal
Visual and Performing Arts Content Standards	Minimal	Minimal
Career Technical Education Content Standards	Minimal	Minimal

Health Education Content Standards	Minimal	Minimal
Model School Library Standards	Minimal	Minimal
World Language Content Standards	n/a	n/a

State Priority 3 - Parent Involvement	2016-2017	2017-2018
Efforts to Seek Parent Input in Decision Making_Regulatory and Non-Regulatory Committees		
District Parent Advisory Committee Meetings	Yes	Yes
District English Learner Advisory Committee Meetings	Yes	Yes
Local Control and Accountability Family and Community Input Forums	Yes	Yes
Child Care	Yes	Yes
Translation Services	Yes	Yes
Promotion of Parent Participation in Programs for Unduplicated Pupils and Special Need Subgroups_Capacity Building Opportunities		
Back-to-School Night	Yes	Yes
Parent -Teacher Conference_Fall	Yes	Yes
Parent -Teacher Conference_Winter	n/a	n/a
Parent -Teacher Conference_Spring	Yes	Yes
Family Learning Nights	Yes	No
SchoolWise Alert System	Yes	Yes
SchoolWise Gradebook/Parent Portal	Yes	Yes
Child Care	Yes	Yes
Translation Services	Yes	Yes

Goal. Pupil Outcomes. Upon matriculation and/or graduation, all students will meet or exceed the state and/or district expectations in required content knowledge, skills, and competencies.

State Priority 2 - Pupil Achievement	2016-2017	2017-2018
English Language Arts and Literacy Performance		
Percentage of all students scoring at least “Standard Met” on the Smarter Balanced Assessment Consortium (SBAC) summative English Language Arts and Literacy assessment	13.9%	24.5%
Mathematics Performance		
Percentage of all students scoring at least “Standard Met” on the Smarter Balanced Assessment Consortium (SBAC) summative Mathematics assessment	9.0%	14.6%
Science Performance		
Percentage of all students scoring at least “Standard Met” on the summative Science assessment	n/a	TBA
English Language Proficiency		
Percentage of English learners making annual progress toward English proficiency, as measured by the English Language Proficiency Assessment for California (ELPAC)	28.3%	36.2%
English Learner Classification Rate		
Number of English learners reclassified as Fluent English Proficient	38	45

State Priority 8 - Other Pupil Outcomes	2016-2017	2017-2018
Matriculation Rate		
Percentage of all students matriculating to the next grade level	99.7%	99.1%
California Physical Fitness Test		
Percentage of all students scoring in the “Healthy Fitness Zone” in each of the five Physical Fitness Areas		
Aerobic Capacity	47.9%	TBA
Body Composition	40.4%	TBA
Abdominal Strength	99.3%	TBA
Trunk Extension Strength	100.0%	TBA
Upper Body Strength	47.3%	TBA
Flexibility	88.4%	TBA

Goal. Engagement. On an annual basis, all schools will provide a safe and supportive environment necessary to promoting a sense of connectedness among all parents, faculty, staff, and students, which in turn will produce a more positive and engaging school character and culture.

State Priority 5 - Pupil Engagement	2016-2017	2017-2018
Positive Student Attendance Rate		
Positive student attendance rate	95.3%	95.7%
Chronic Absenteeism Rate		
Chronic absenteeism rate	12.1%	2.9%
Middle School Dropout Rate		
Middle school dropout rate	0%	0%

State Priority 6 - School Climate	2016-2017	2017-2018
Student Expulsion Rate		
Percentage of students expelled	0.0%	0.0%
Student Suspension Rate		
Percentage of students suspended	4%	4%
Attitudinal Survey Data		
Results from the High Reliability Schools Survey_Faculty and Staff	n/a	n/a
Results from the High Reliability Schools Survey_Administrators	n/a	n/a
Results from the High Reliability Schools Survey_Students	n/a	n/a
Results from the High Reliability Schools Survey_Parents	n/a	n/a
Co-Curricular Activity Participation Rate_Middle School		
Percentage of students participating in at least one co-curricular activity	TBD	TBD
Extra-Curricular Activity Participation Rate_Middle School		
Percentage of students participating in at least one extra-curricular activity	TBD	TBD

State Priority 7 - Course Access	2016-2017	2017-2018
Core Course Enrollment		
Percentage of all students enrollment in all core subject areas (Language Arts, Mathematics, Science, History-Social Studies, and Physical Education)	100%	100%
Program and Services for Low Income Students, Foster Youth, and Homeless Youth		
Percentage of students identified as low income students, foster youth, and homeless youth	TBD	99.9%

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Percentage of all students identified as low income students, foster youth, and homeless youth scoring at least “Standard Met” on the Smarter Balanced Assessment Consortium (SBAC) summative English Language Arts and Literacy assessment	14%	25%
Percentage of all students identified as low income students, foster youth, and homeless youth scoring at least “Standard Met” on the Smarter Balanced Assessment Consortium (SBAC) summative Mathematics assessment	9%	16%
Percentage of all students identified as low income students, foster youth, and homeless youth scoring at least “Standard Met” on the summative Science assessment	n/a	TBA
Percentage of all students identified as low income students, foster youth, and homeless youth matriculating to the next grade level	TBD	TBD
Programs and Services for English Learners		
Percentage of students identified as English learners	TBD	54.5%
Percentage of English learners scoring at least “Standard Met” on the Smarter Balanced Assessment Consortium (SBAC) summative English Language Arts and Literacy assessment	3%	11%
Percentage of English learners scoring at least “Standard Met” on the Smarter Balanced Assessment Consortium (SBAC) summative Mathematics assessment	2%	6%
Percentage of English learners scoring at least “Standard Met” on the summative Science assessment	n/a	TBA
Percentage of English learners matriculating to the next grade level	TBD	TBD
Programs and Services for Students with Disabilities		
Percentage of students identified as a student with a disability	TBD	13.2%
Percentage of students with disabilities meeting all Goals and Objectives identified in their Individualized Education Program (IEP)	TBD	TBD
Percentage of students with disabilities scoring at least “Standard Met” on the Smarter Balanced Assessment Consortium (SBAC) summative English Language Arts and Literacy assessment	3%	8%
Percentage of students with disabilities scoring at least “Standard Met” on the Smarter Balanced Assessment Consortium (SBAC) summative Mathematics assessment	2%	6%
Percentage of students with disabilities scoring at least “Standard Met” on the summative Science assessment	n/a	TBA
Percentage of students with disabilities scoring matriculating to the next grade level	TBD	TBD
Programs and Services for Migrant Students		
Percentage of students identified as a Migrant youth	TBD	14.8%
Percentage of Migrant youth scoring at least “Standard Met” on the Smarter Balanced Assessment Consortium (SBAC) summative English Language Arts and Literacy assessment	13%	25%
Percentage of Migrant youth scoring at least “Standard Met” on the Smarter Balanced Assessment Consortium (SBAC) summative Mathematics assessment	11%	20%
Percentage of Migrant youth scoring at least “Standard Met” on the summative Science assessment	n/a	TBA
Percentage of Migrant youth matriculating to the next grade level	TBD	TBD

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Expected Annual Measurable Outcomes

State Priority 1 - Basic. Degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d).

- **Teacher Credential and Assignment.** For the 2018-2019 school year, 100% of all teachers will be fully credentialed and appropriately authorized to teach the students to which they are assigned pursuant to Education Code section 44258.9, as measured by the Williams Assignment Monitoring survey.
- **Instructional Materials.** For the 2018-2019 school year, 100% of all schools will continue to receive an overall rating of “Sufficient”, certifying all students had access to the current State Board of Education (SBE) and District adopted standards-aligned core instructional and ancillary materials pursuant to Education Code section 60119, as measured by the Williams Instructional Materials Sufficiency survey.
- **Facilities Maintenance and Repair.** For the 2018-2019 school year, 100% of all schools will continue to receive an overall rating of at least “Good”, certifying all school facilities were appropriately maintained and in good repair, as measured by the Williams Facilities Inspection Tool.

State Priority 2 - Implementation of State Standards. Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners.

- **Common Core State Standards - Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (Adopted August 2010 and Modified March 2013).** For the 2018-2019 school year, the implementation of the Common Core State Standards - Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (Adopted August 2010 and Modified March 2013) will receive an overall implementation rating of “Full”.
- **Common Core State Standards - Mathematics (Adopted August 2010 and modified January 2013).** For the 2018-2019 school year, the implementation of the Common Core State Standards - Mathematics (Adopted August 2010 and modified January 2013) will receive an overall implementation rating of “Full”.
- **“Next Generation” Science Standards (Adopted 2013).** For the 2018-2019 school year, the implementation of the “Next Generation” Science Standards (Adopted 2013) will receive an overall implementation rating of “Substantial”.
- **History /Social Science Content Standards (Adopted 1998).** For the 2018-2019 school year, the implementation of the History /Social Science Content Standards (Adopted 1998) will receive an overall implementation rating of “Substantial”.
- **Health Education Content Standards (Adopted March 2008).** For the 2018-2019 school year, the implementation of the Health Education Content Standards (Adopted March 2008) will receive an overall implementation rating of “Minimal”. This expected annual measurable outcome represents an increase over the previous year’s overall implementation rate of “Substantial.”
- **English Language Development (Adopted November 2012).** For the For the 2018-2019 school year, the implementation of the English Language Development (Adopted November 2012) will receive an overall implementation rating of “Substantial”.
- **Visual and Performing Art Content Standards (Adopted January 2001).** For the 2018-2019 school year, the implementation of the Visual and Performing Art Content Standards (Adopted January 2001) will receive an overall implementation rating of “Minimal”.
- **Career Technical Education Content Standards (Updated January 2013).** For the 2018-2019 school year, the implementation of the Career Technical Education Content Standards (Updated January 2013) will receive an overall implementation rating of “Minimal”.
- **Model School Library Standards (Adopted September 2010).** For the For the 2018-2019 school year, the implementation of the Model School Library Standards (Adopted September 2010) will receive an overall implementation rating of “Minimal”.

State Priority 3 - Parent Involvement. Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups.

- **Capacity Building Opportunities.** For the 2018-2019 school year, all parents shall be provided with opportunities to increase their capacity to support their student's intellectual, emotional, social, and physical growth. This annual measurable outcome will be measured by the number and quality of capacity building activities conducted by the District.
- **Regulatory and Non-Regulatory Committee Participation.** For the 2018-2019 school year, all parents shall be provided with opportunities to participate in the District Parent Advisory Committee, District English Learner Advisory Committee, School Site Council, and English Learner Advisory Committee meetings. This annual measurable outcome will be measured by the number and quality of capacity building activities conducted by the District and the number of parents participating in such opportunities.

State Priority 4 - Pupil Achievement. Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program.

- **English Language Arts and Literacy Performance.** For the 2018-2019 school year, 100% percent of all students will score at least "Standard Nearly Met", and the percent of all students scoring at least "Standard Met" on the Smarter Balanced Assessment Consortium (SBAC) summative English Language Arts and Literacy assessment will increase by at least the same percent of students of students scoring at least "Standard Met", plus one-half, as the previous year.
- **Mathematics Performance.** For the 2018-2019 school year, 100% percent of all students will score at least "Standard Nearly Met", and the percent of all students scoring at least "Standard Met" on the Smarter Balanced Assessment Consortium (SBAC) summative Mathematics assessment will increase by at least the same percent of students of students scoring at least "Standard Met", plus one-half, as the previous year.
- **Science Performance.** For the 2018-2019 school year, 100% percent of all students will score at least "Standard Nearly Met", and the percent of all students scoring at least "Standard Met" on the summative Science assessment will increase by at least the same percent of students of students scoring at least "Standard Met", plus one-half, as the previous year.
- **English Language Proficiency.** For the 2018-2019 school year, at least 100% of all English learners will make annual progress toward English proficiency, as measured by the English Language Proficiency Assessment for California (ELPAC).
- **English Learner Classification Rate.** For the 2018-2019 school year, 100% of all English learners whose overall proficiency level is Intermediate, Early Advanced, or Advanced will be reclassified as fluent English proficient.

State Priority 5 - Pupil Engagement. School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates.

- **Positive Student Attendance Rate.** For the 2018-2019 school year, the positive student attendance rate shall be at least 97.5%.
- **Chronic Absenteeism Rate.** For the 2018-2019 school year, the chronic absenteeism rate shall not exceed 3%.
- **Middle School Dropout Rate.** For the 2018-2019 school year, the middle school dropout rate shall be 0%.

State Priority 6 - School Climate. Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness.

- **Student Expulsion Rate.** For the 2018-2019 school year, the expulsion rate will be less than 0.0%.
- **Student Suspension Rate.** For the 2018-2019 school year, the suspension rate shall not exceed 3%.
- **Attitudinal Survey Data.** For the 2018-2019 school year, the results of the High Reliability Schools Survey will demonstrate at least 75% of parents, students, and faculty and staff shall report at least a satisfactory sense of school connectedness and safety.

State Priority 7 - Course Access. Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.

- **Core Course Enrollment.** For the 2018-2019 school year, 100% of all students will be enrolled in broad course of study that includes: Language Arts, Mathematics, Science, History-Social Studies, and Physical Education.
- **Program and Services for Low Income Students, Foster Youth, and Homeless Youth.** For the 2018-2019 school year, all low income students, foster youth, and homeless youth will be provided additional programs and services designed to assist them in accessing the standards-aligned instruction. This annual measurable outcome will be measured by the number of students enrolled in the various programs and services provided for low income students, foster youth, and homeless youth.
- **Programs and Services for English Learners.** For the 2018-2019 school year, all English Learners will receive integrated and designated English language development to assist them in accessing the standards-aligned instruction. This annual measurable outcome will be measured by the number of students enrolled in the various programs and services provided for English learners.
- **Programs and Services for Students with Disabilities.** For the 2018-2019 school year, all students with disabilities (Individuals with Disabilities Act or 504 accommodations) will receive additional support, as identified in their Individualized Education Program to assist them in accessing the standards-aligned instruction. This annual measurable outcome will be measured by the number of students enrolled in the various programs and services provided for students with disabilities.
- **Programs and Services for Migrant Students.** For the 2018-2019 school year, all Migrant students will receive remedial and compensatory instruction, bilingual and multicultural instruction; vocational instruction, career education services; special guidance; counseling and testing services; health services; and preschool services to all eligible Migrant students and their families to effectively enable them to access the standards-aligned instruction. This annual measurable outcome will be measured by the number of students enrolled in the various programs and services provided for Migrant students.

State Priority 8 - Other Pupil Outcomes. Pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable.

- **Matriculation Rate.** For the 2018-2019 school year, 100% of all students will matriculate to the next grade level.
- **California Physical Fitness Test.** For the 2018-2019 school year, 100% of all students shall score in the “Healthy Fitness Zone” in each of the five Physical Fitness Area.

Goal. Conditions for Learning. On an annual basis, all conditions necessary to support effective teaching and learning will be preserved.

- **Recruitment and Retention.** The District will conduct annual salary, wage, and benefit surveys, as well as comprehensive climate surveys, and analyze their relationship to teacher administrator recruitment and retention data to ensure sufficiently competitive salaries, wages, and benefits, as well as a positive school climate to attract and retain fully credentialed and appropriately authorized teachers and administrators.
- **Equitable and Balanced Distribution.** The District will maintain equitable distribution of fully credentialed teachers with appropriate authorization, as well as a balance of experienced and new teachers and administrators in all schools.
- **Teacher, Administrator, and Paraprofessional Assignment.** The District will, to the extent possible, assign teachers based on student learning needs and program requirements, with the most effective teachers and administrators being assigned to those students with the highest academic needs.
- **Teacher Preparation and Examination.** The District will provide reasonable reimbursement / release time for eligible teachers to prepare for, take, and pass all required examinations to be fully credentialed and with the proper authorizations to teach the students for which they are assigned.
- **Instructional Coherence.** The District will ensure system-wide instructional coherence in the District's adopted curriculum, which is aligned to the academic content and performance standards, and which includes scope, sequence, and pacing for teaching and assessing the standards and skills by grade level and/or content area.
- **Instructional Materials.** The District will ensure all students have access to, and all teachers utilize, the current State Board of Education (SBE) and District adopted standards-aligned core instructional and ancillary materials pursuant to Education Code section 60119 through the systematic adoption and replacement/replenishment of standards-aligned core and ancillary instructional materials.
- **Core Academic Instructional Time.** The District will ensure the allocation of adequate instructional time, as recommended in the California subject matter frameworks for core instructional programs and strategic and/or intensive interventions.
- **Instructional Technology and Digital Resources.** The District will ensure adequate and equitable access to instructional technology and digital resources for all students.
- **Comprehensive Vocabulary Program.** The District will provide a comprehensive vocabulary program that supports the explicit teaching of individual words; provides rich and varied language experiences; supports the teaching of word learning strategies.
- **Literacy-Rich Curriculum.** The District will provide a literacy-rich curriculum, which emphasizes the importance of speaking, reading, and writing in the learning of all students. This involves the selection of materials that will facilitate language and literacy opportunities; reflection and thought regarding classroom design; and intentional instruction and facilitation by teachers and staff.
- **Family and Community Engagement.** Family involvement within a school setting is characterized by the various opportunities for families and community members to meaningfully engage with the District and each other building the capacity of families to support of their student's intellectual, emotional, social, and physical growth; providing opportunities for families to demonstrate leadership on both regulatory and non-regulatory committees/councils; providing opportunities for families to be involved in monitoring the progress of the District's programs; and Providing multiple strategies to facilitate two-way communication with parents on a regular basis and ensuring information is readily available and accessible in formats and languages spoken by parents in the District.
- **Program and Services for Low Income Students, Foster Youth, and Homeless Youth.** Programs and services for low income students, foster youth, and homeless youth are designed to ensure fair, equal, and significant opportunities for such students to obtain a high-quality education and reach, at a minimum, proficiency on State and District academic achievement standards. Such programs and services include:
- **Programs and Services for Students with Disabilities.** The District will provide programs and services for students with disabilities designed to ensure all students identified as such receive appropriate individualized instructional delivery support and services, consistent with their Individualized Education Programs (IEPs) goals and objectives, to effectively enable them to access and master the core academic content and performance standards, as well as accessing all other programs and activities offered by the District and/or schools.
- **Programs and Services for English Learners.** The District will provide programs and services for English learners designed to ensure such students receive English Language Development (ELD) instructional support appropriate to their English language proficiency level to effectively enable them to access and master the core academic content and performance standards.

- **Programs and Services for Migrant Students.** The District will provide programs and services for Migrant students designed to support high quality and comprehensive educational programs for migrant children to help reduce the educational disruption and other problems that result from repeated moves.

Expenditures	Cost	Funding Source
Certificated Classroom Teachers x 32 (minus EPA Contribution)	\$2,034,816	Sup/Con
Certificated Teacher Stipends - Masters Degree x 37	\$65,922	Sup/Con
Certificated Teacher Stipends - Bilingual Authorization x 37	\$53,806	Sup/Con
Preparation and Examination_Reimbursement for CSET and RICA	n/a	Title II
Preparation and Examination_Release Time_Substitute Coverage	n/a	Title II
Certificated Teacher Attendance Incentives	\$43,948	Sup/Con
Adopted Core, Ancillary, and Supplemental Instructional Materials	\$62,112	Sup/Con
Instructional Technology	\$50,000	Sup/Con
Library-Media Services	\$7,500	Sup/Con
Facilities Maintenance and Repair_Major Projects	\$1,442,755	Base, Fund 14
Family and Community Engagement_Teachers, Materials, Child Care, Transportation, and Translation Services	\$68,184	Sup/Con
SchoolWise Alert System	\$2,046	Sup/Con
SchoolWise Gradebook/Parent Portal	\$1,364	Sup/Con
Extended School Year_Summer Academy	\$34,919	Title I
Renaissance Learning Suite	\$75,000	Title I
ESGI	\$1,500	Title I
Standards Tracker	\$1,500	Title I
SIPPS	\$10,500	Title I
Pearson_iLit ELL_Grades 3-8	\$49,907	Title III
EL Achieve_Grades K-2	\$2,500	Title I
Ellevation	\$13,000	Title I
Language Review Team	\$11,878	Sup/Con
Special Education Teachers x 2	\$189,186	SPED
School Psychologist x 1	\$113,094	SPED
Speech and Language Pathologist x 1	\$113,094	SPED
Paraprofessional Support x 20	\$43,078	SPED
Transportation Aide	\$9,362	SPED
Other Transportation Costs	\$5,000	Sup/Con
Student Assistance Team	\$11,878	Sup/Con

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Contributions from the General Fund	\$452,144	Sup/Con
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Goal. Pupil Outcomes. Upon matriculation and/or graduation, all students will meet or exceed the state and/or district expectations in required content knowledge, skills, and competencies.

- **System-Wide Model of Instruction.** The District will research, adopt, implement, and monitor highly effective instructional strategies structured around specific learning targets and aligned with the state academic standards and adopted instructional materials, and which can be applied to all levels of practice to increase learning for all students by moving these strategies and techniques from a single classroom to the school and from a single school to the district.
- **Observation of Instructional Practices.** The District will regularly conduct observations of instructional practices to monitor the implementation of the adopted curriculum, adherence to instructional minutes, and delivery of effective instructional strategies.
- **Teacher and Administrator Professional Development.** The District will provided all teachers and administrators with ongoing, job-embedded professional development designed to deepen their understanding of the curriculum and the instructional strategies that have proven most effective in supporting student learning and increasing student achievement.
- **Teacher and Administrator Collaboration.** The District will regularly conduct teacher and administrator collaboration sessions designed to collect, analyze, and report critical metrics and performance data; engage in the analysis of student performance; plan instruction; and conduct/review action research to adjust and strengthen classroom and school wide instructional practices and address the needs of all students and determine effectiveness of instructional practices and implementation of adopted programs.
- **Response to Intervention (RTI).** The District will implement a comprehensive Response to Intervention (RTI) framework designed to provide early identification and support of students with learning needs.
- **Academic Skill Building.** The District will research, adopt, implement and monitor the use of effective academic skill building and support programs and activities designed to assist students in developing the skills necessary to access the District’s core educational programs and to meet grade level expectations.
- **During the School Day Academic Intervention.** The District will provide strategic and/or intensive academic intervention during the regular school day for all students who are not meeting, or at risk of not meeting, grade level performance expectations.
- **Extended School Year Academic Intervention.** The District will provide strategic and/or intensive academic intervention beyond the regular school year for all students who are not meeting, or at risk of not meeting, grade level performance expectations.
- **Class-Size Reduction.** The District will strategically reduce class sizes in order to address the needs of students most at- risk of not meeting grade level performance expectations.
- **Paraprofessional Support.** The District will strategically utilize paraprofessionals to assist the classroom teacher in reinforcing instruction, providing primary language support to English Learners, and implementing the Individual Education Plan (IEP) for students who are receiving special education services.

Expenditures	Cost	Funding Source
Professional Development_Required Reservation_Title I	\$46,635	Title I
Professional Development_Allowable Reservation_Title II	\$41,000	Title II
Professional Development_Instructional Coach	\$64,000	Sup/Con
Professional Development_Essentials for Achieving Rigor	\$210,259	Sup/Con
Academic Skill Building Supplies and Materials	\$42,500	Sup/Con
Paraprofessional Support x 20	\$289,011	Sup/Con
Class Size Reduction x 4	\$325,383	Sup/Con
Extended School Year_Summer Academy	\$112,888	Sup/Con

Goal. Engagement. On an annual basis, all schools will provide a safe and supportive environment necessary to promoting a sense of connectedness among all parents, faculty, staff, and students, which in turn will produce a more positive and engaging school character and culture.

- **At-Risk Counseling and Support.** The District will provide academic and socio-emotional counseling and support to all students identified as at-risk for academic, behavioral, social, emotional concerns that may inhibit their ability to meet grade level expectations.
- **Social and Emotional Learning.** The District will social and emotional learning framework which is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
- **Positive Behavioral Intervention and Supports (PBIS).** The District will implement the Positive Behavioral Intervention and Supports (PBIS) framework as recommended by the United States Department of Education designed to assist faculty, staff, and administrators in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.
- **Positive Student Attendance.** The District will implement and monitor a comprehensive positive student attendance program to increase student attendance and persistence.
- **Character Education.** The District will implement and monitor a comprehensive character education program to improve the ethical quality of the schools and by changing and/or reinforcing personal and organizational decision-making and behavior.
- **Comprehensive School Physical Activity Program.** The District will implement a comprehensive school physical activity program designed to provide opportunities for students to be physically active, meet the nationally-recommended 60 minutes of physical activity each day, and develop the knowledge, skills, and confidence to be physically active for a lifetime.
- **Comprehensive Program of Co-Curricular Activities.** The District will provide a comprehensive program of co-curricular activities (activities, programs, and learning experiences that complement what students are learning inside the classroom) designed to serve as a vehicle for developing the “whole student,” as well as connecting students to the school and its instructional programs.
- **Comprehensive Program of Extra-Curricular Activities.** The District will provide a comprehensive program of co-curricular activities (activities, programs, clubs, and other experiences that are outside the instructional program) designed to serve as a vehicle for developing the “whole student,” as well as connecting students to the school.

Expenditures	Cost	Funding Source
At-Risk Counselor x 2	\$167,259	Title I
Community Liaison x 1	\$42,083	Title I
PBiS Professional Development	\$74,496	Sup/Con
PBiS Coordinating Team_Stipend	\$11,878	Sup/Con
PBiS Rewards	\$5,850	Sup/Con
Other PBiS Materials and Supplies	\$1,000	Sup/Con
Character Education Coordinating Team	\$11,878	Sup/Con
Character Education Materials and Supplies	\$5,000	Sup/Con
Student Transportation	\$350,000	Sup/Con
Student Attendance Review Team	\$11,878	Sup/Con
Physical Education Teachers x 2	\$222,129	Sup/Con
Materials and Supplies	\$5,000	Sup/Con
Visual and Performing Arts Program	\$120,101	Sup/Con
Educational Field Trips	\$45,000	Sup/Con

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Student Athletic Program	\$44,647	Sup/Con
Academic Competitions and Faires	\$19,919	Sup/Con

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