LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Clara Elementary
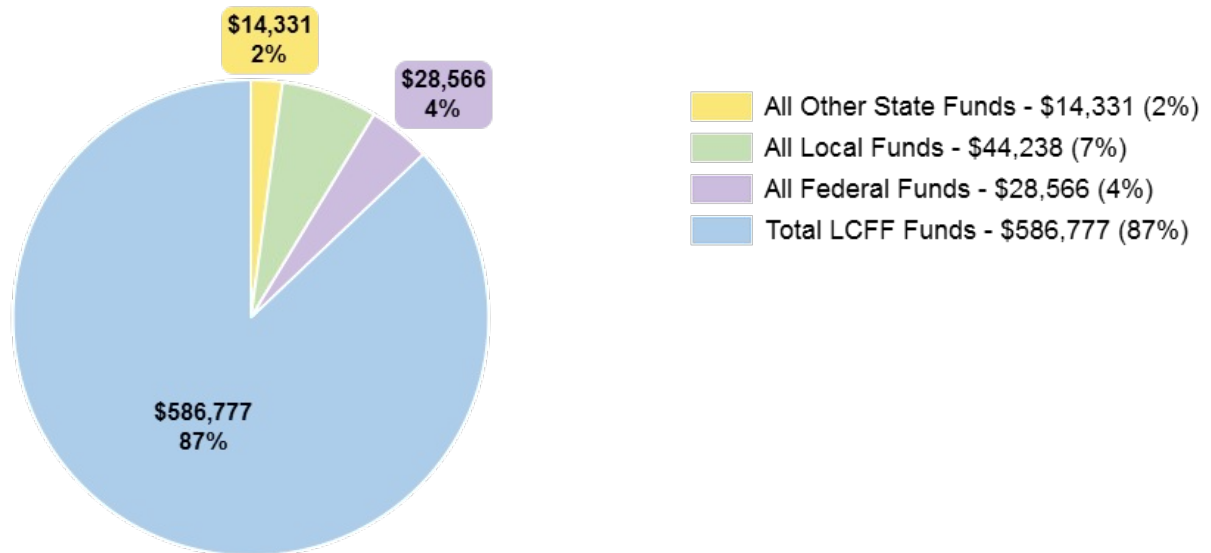CDS Code: 56725790000000
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA Contact Information: Kari Skidmore | kskidmore@santaclaraesd.org | 8055254573

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

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

- All Other State Funds - $14,331 (2%)
- All Local Funds - $44,238 (7%)
- All Federal Funds - $28,566 (4%)
- Total LCFF Funds - $586,777 (87%)

Source	Funds	Percentage
All Other State Funds	$14,331	2%
All Local Funds	$44,238	7%
All Federal Funds	$28,566	4%
Total LCFF Funds	$586,777	87%

Breakdown of Total LCFF Funds

$13,417
2%

☐ LCFF Supplemental & Concentration Grants - $13,417 (2%)
☐ All Other LCFF Funds - $573,360 (85%)
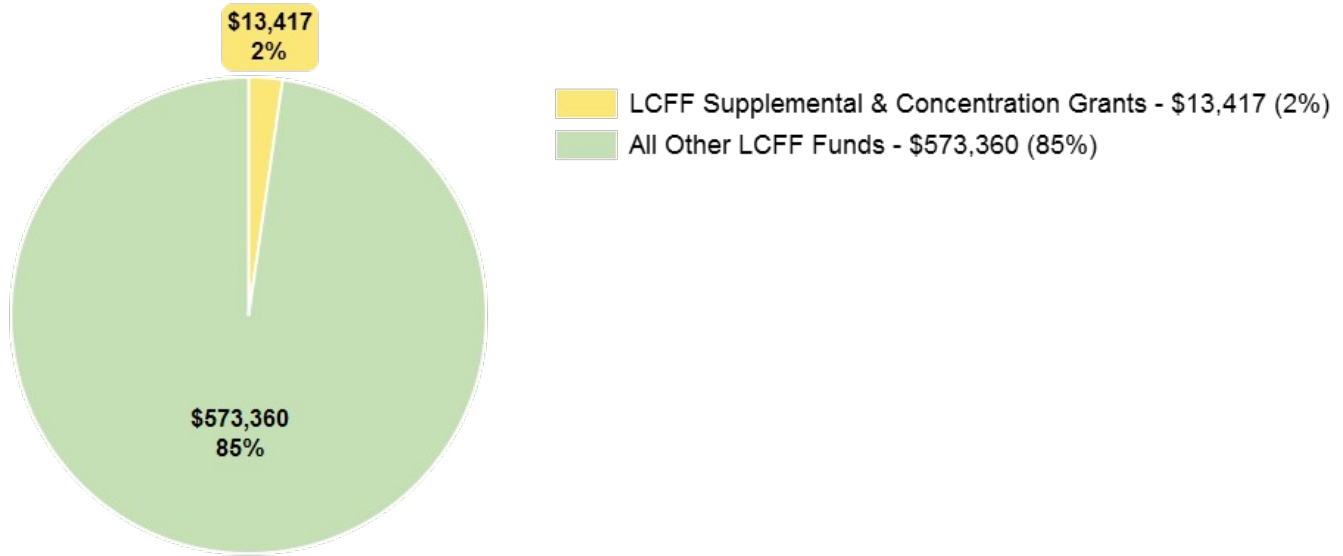
$573,360
85%

| Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	$13,417	2%
All Other LCFF Funds	$573,360	85%

These charts show the total general purpose revenue Santa Clara Elementary expects to receive in the coming year from all sources.

The total revenue projected for Santa Clara Elementary is $673,912, of which $586,777 is Local Control Funding Formula (LCFF), $14,331 is other state funds, $44,238 is local funds, and $28,566 is federal funds. Of the $586,777 in LCFF Funds, $13,417 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

Budgeted Expenditures
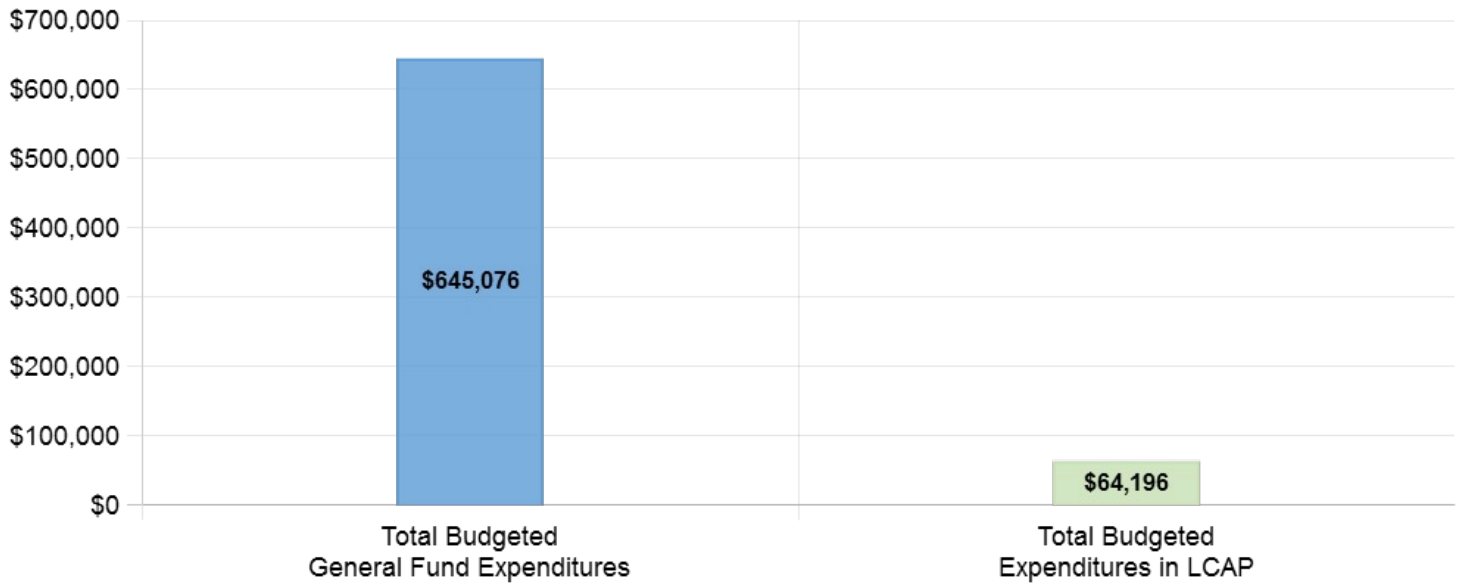
Source	Funds
Total Budgeted General Fund Expenditures	$645,076
Total Budgeted Expenditures in LCAP	$64,196

This chart provides a quick summary of how much Santa Clara Elementary plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Santa Clara Elementary plans to spend $645,076 for the 2019-20 school year. Of that amount, $64,196 is tied to actions/services in the LCAP and $580,880 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

> Budget expenditures not included in the LCAP include teachers' salaries, administrative and custodial support staff, day-to-day operation expenditures, speech and language services, and fiscal oversight services provided by the Ventura County Schools Business Services Authority.

Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Santa Clara Elementary is projecting it will receive $13,417 based on the enrollment of foster youth, English learner, and low-income students. Santa Clara Elementary must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Santa Clara Elementary plans to spend $26,240 on actions to meet this requirement.

Update on Increased or Improved Services for

High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students
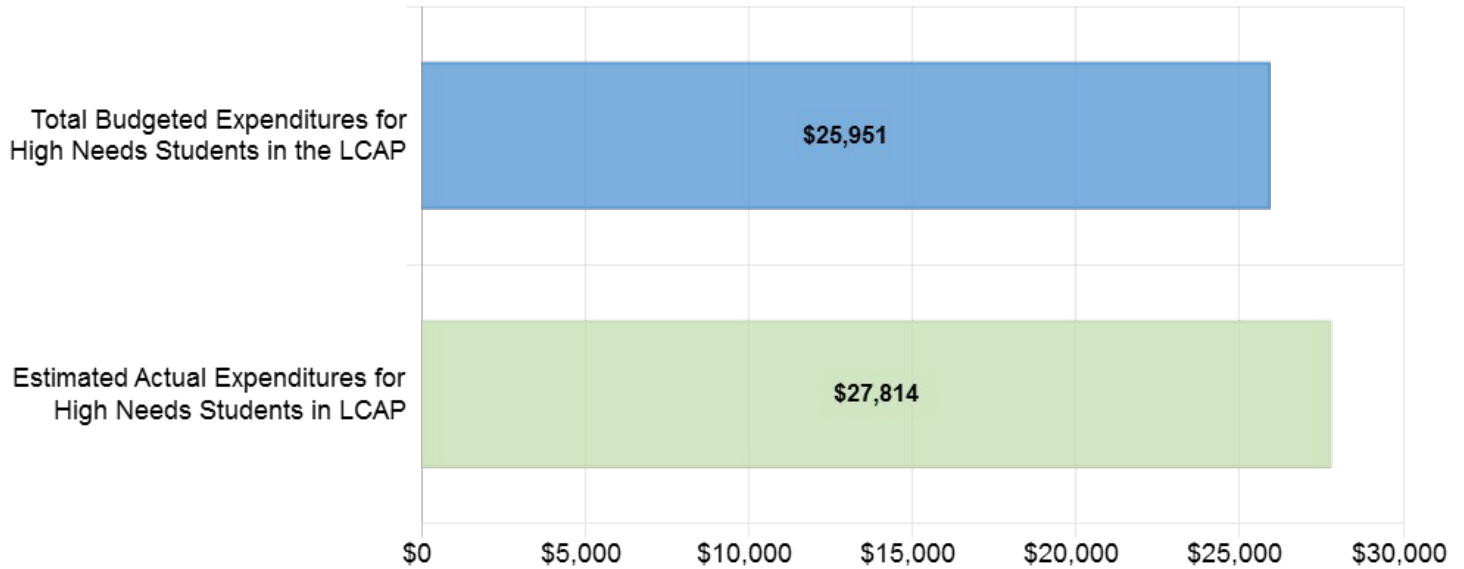
Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	$25,951
Estimated Actual Expenditures for High Needs Students in LCAP	$27,814

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

In 2018-19, Santa Clara Elementary's LCAP budgeted $25,951 for planned actions to increase or improve services for high needs students. Santa Clara Elementary estimates that it will actually spend $27,814 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Contact Name and Title	Email and Phone
Santa Clara Elementary	Kari Skidmore	kskidmore@santaclaraesd.org
	Principal/Superintendent	8055254573

2017-20 Plan Summary

The Story

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

The Santa Clara Elementary School District is a single school district located in Ventura County midway between the cities of Fillmore and Santa Paula. The school is located in a rural area surrounded by agriculture. Affectionately known as the "Little Red Schoolhouse," Santa Clara is both a historic landmark and a place for up-to-date education. School staff is dedicated to providing the kindergarten through sixth grade students a safe, respectful and accepting atmosphere where every student can learn. We are a K-6 district established in 1896, serving the families of Santa Paula for over 120 years. Santa Clara is a District of Choice with an enrollment of under 60 students in grades K-6th. Student demographics are 38%White and 50% Hispanic.

Dashboard data results are given for all districts, all schools, and all defined student groups with more than 30 students. Due to its small size, Santa Clara must rely on local assessment data.

LCAP Highlights

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

The Santa Clara Elementary LCAP is designed to meet the needs of all students, including the unduplicated student population. The plan is intended to carry out the mission of the district with actions and services to support the vision. Stakeholder engagement is clearly reflected in the plan with input from student, staff, parent and community groups. Increased student academic achievement is our

primary focus as seen in Goal 1 of the LCAP. CAASPP scores show that SCESD students score well above the state average overall in state assessments. Increasing student engagement is Goal 2 of our LCAP. Goal 3 focuses on increasing parent participation in our small school.

Review of Performance

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

Greatest Progress

The district has a very low (0%) chronic absenteeism and (0%) suspension rate and has maintained the performance levels of blue for all student groups in those areas. The performance level for all students in English Language Arts is green, with students scoring 27.3 points above standard, maintaining 2.1 points. The performance level in math is also high for all student groups, with students scoring 9.7 points above standard, with a slight decline of 14.4 points. The Hispanic Student Group had a change level of Increased Significantly in ELA with the change difference of 18.9 between current status (-4.9) and prior status (-23.8). The local indicators show that the district has a met rating for all areas, including; basics: teachers, instructional materials, facilities, implementation of academic standards, parent engagement, local climate survey and the access to a broad course of study. The Santa Clara Elementary School District administers an annual survey to all parents/guardians online and in paper form. The response from families who participated in the survey was an average rating of 4.79 (on a scale of 1 to 5) for an overall satisfaction with the school. The results show that the majority of parents feel that the school excels in a ll academic areas with an average rating of 4.5. There were also high ratings for staff, student engagement and activities, parent participation , including the PTO and SSC, and the school climate and safety. This data supports the district's low suspension rate and high academic achievement in ELA and math. The actions and services included in the LCAP directly correlate with the reported results. The support given to students by the Instructional Aides and Intervention Tutor, the purchase of common core aligned textbooks and supplementary materials, engaging students with field trips and activities and engaging and involving parents have led to high academic achievement and high marks on the overall satisfaction of the school. The district plans to continue services in the future due to the overall success in meeting these goals.

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

Greatest Needs

The district has fewer than 30 students testing in subgroups, thus the data is not available in those areas. Based on the Equity Report, the district received no state or local performance indicator for which overall performance was in the red or orange performance category.

The district did receive a high green performance level with student scoring 27.3 points above standard, maintaining 2.1 points in ELA. The district received a high performance level in math with students scoring 9.7points above standard. This score was a slight decline of 14.4 points. It is difficult to to have reliable data statistically with so few students testing. The district, therefore; depends upon local data to measure progress in meeting LCAP goals.

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

Performance Gaps

The district has fewer than 30 students testing in subgroups, thus the data is not available in those areas. Based on the Equity Report, the district received no state or local performance indicator for which overall performance was in the red or orange performance categories. The district did receive a high green performance level with students scoring 27.3 above standard in ELA. This score maintained 2.1 points from the previous year. The district received a high performance level in math with students scoring 9.7 points above standard. This score declined 14.4 points from the previous year. It is difficult to have reliable data statistically with so few students testing. The district, therefore; depends upon local data to measure progress in meeting LCAP goals.

Comprehensive Support and Improvement

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

Schools Identified

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

Santa Clara Elementary is a one school district and was not identified for CSI.

Support for Identified Schools

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

Santa Clara Elementary is a one school district and was not identified for CSI.

Monitoring and Evaluating Effectiveness

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

Santa Clara Elementary is a one school district and was not identified for CSI.

Annual Update

LCAP Year Reviewed:

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

Increase Student Achievement

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
1. Each year standard met or exceeded will increase percentage by 3%.	1. Standardized Tests--71% ELA (increase of 11%) and 55% math (maintained) met or exceeded proficiency on SBAC 2017-18.
2. 85% of students will score proficient or above on district assessments.	2. 83% of students (3% increase) scored proficient or above on district assessments.

Expected	Actual
3. Maintain 100% fully credentialed teachers.	3. Maintained 100% fully credentialed teachers.
4. Maintain FIT score of Good.	4. Maintained FIT score of Good.
5. Maintain 100% access to standards- aligned instructional materials (adopted textbook programs or supplemental resources to provide CA State Standards instruction; CCSS, ELD, NGSS, ETC).	5. Maintained 100% access to standards- aligned instructional materials (adopted textbook programs or supplemental resources to provide CA State Standards instruction; CCSS, ELD, NGSS, ETC).
6. 100% of teachers will align at least 75% of their instruction to the CA State Standards (CCSS, ELD, NGSS, ETC).	6. 100% of teachers aligned at least 75% of their instruction to the CA State Standards (CCSS, ELD, NGSS, ETC).
7. Maintain 100% of student access and enrollment in all required areas of study.	7. Maintained 100% of student access and enrollment in all required areas of study.
8. 40% of English Learners will be reclassified to Fluent English Proficient.	8. District had 0 English Learners.
9. 85% of English Learners will become English Proficient	9. District had 0 English Learners.
10.API (N/A)	10.API (N/A)

Expected	Actual
11. Broad course of study	11. Broad course of study
12. Broad course of study for unduplicated students, exceptional needs	12. Broad course of study for unduplicated students, exceptional needs
13. A-G (N/A)	13. A-G (N/A)
14. EAP Rate (N/A)	14. EAP Rate (N/A)
15. AP Pass Rate (N/A)	15. AP Pass Rate (N/A)
16. EL Proficiency/CELDTELPAC Establish baseline	Less than 11 students - data not displayed for privacy

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

Investigate Common Core Aligned NGSS and Social Studies Textbooks	Investigated common core aligned NGSS Textbooks. Piloted common core aligned social studies program, Studies Weekly, in grades 2-6.	$0	$0

Action 2

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**
Purchase common core aligned supplementary materials to support common core instruction	Purchased common core aligned supplementary materials to support common core instruction in all 3 classrooms. Purchased subscriptions to Scholastic Weekly Readers in social studies and science and science supplies for all grade levels.	$2,500	$907 - Textbooks, Unrestricted $724 - Materials and Supplies, Unrestricted $1,500 - Contracted Services, Unrestricted Supplemental/Concentration

Action 3

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

Provide professional development, common core, technology. best instructional practices, ELD and NGSS	Provided 3 professional days to 3 teachers. All teachers attended publisher training in CCSS in ELA and math, CAASPP training, technology training and other workshops offered by the Ventura County Office of Education.	$2,400	$466, Certificated Salaries and Benefits, Restricted - Title II $250, Travel and Conferences, Unrestricted - Lottery

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide additional intervention.acceleration to students in the following subgroups: Low Income, English Learner/Redesignated Fluent English Learner, Foster Youth	Provided additional intervention/acceleration to students in the following subgroups: Low income, English Learner/Redesignated Fluent English Learner, Foster Youth. Intervention Tutor worked with struggling students 4 afternoons a week with lessons planned by classroom teachers. Enrichment Teacher taught Band to students in grades 4th-6th as an acceleration class.	$40,515	$19,629 - Classified Salaries and Benefits, Restricted - REAP $23,814 - Classified Salaries and Benefits, Unrestricted - Supplemental/Concentration

Analysis

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

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

Overall Goal 1 Student Achievement was fully implemented.

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

Our goal was to increase student achievement. We believe that our actions and services were effective overall, as the status of performance of all students remained high. Students performed 27.3 points above standard in ELA and 9.7 points above standard in math. Although the points were maintained by 2. in ELA and there was a decline of 14.4 points in math from the previous year, we realize with so few students testing the results will vary slightly from year to year, as students leave Santa Clara and new students enter. Local assessment data supports this with 83% of our students scoring proficient or above on district assessments. We maintained 100% fully credentialed teachers, a FIT score of Good, 100% access to standards- aligned instructional materials with 100% of teachers aligning at least 75% of instruction to CCSS, ELD, and NGSS. We fully implemented the CCSS in ELA and math. We purchased CCSS aligned supplementary materials and provided profession al development in CCSS, ELD and NCSS. We implemented an RTI program for students in the following subgroups; Low income, English learner/Redesignated Fluent English Learner and Foster Youth. We provided acceleration to students by implementing a school band program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The district expended monies as planned. Action 2 is now funded through supplemental funds.

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.

After analysis of our data, metrics and overall effectiveness of the goal, the district has decided that Goal 1 will remain the same and the same actions

and services will be implemented in 2019-2020.

Goal 2

Increase Student Engagement

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
1.Attendance rates: Maintain 98%.	1. Attendance rates: Maintained 98%.
2.Suspension/Expulsion/Drop Out rates:Maintain 0%.	2.Suspension/Expulsion/Drop Out rates:Maintained 0%.
3.Student survey results: 85% of students surveyed will indicate positive attitudes toward school.	3.Student survey results: 85% of students surveyed indicated positive attitudes toward school.
4.Chronic absenteeism: Maintain 0%.	4.Chronic absenteeism: Maintained 0%.

Expected	Actual
5. Middle School Dropout Rate (N/A)	5. Middle School Dropout Rate (N/A)
6. High School Dropout Rate (N/A)	6. High School Dropout Rate (N/A)
7. High School Graduation Rate (N/A)	7. High School Graduation Rate (N/A)

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
Involve students in community service projects	The 6th Grade Council organized with the support of the SSC/PTO community service projects, including; Ventura County Food Share Food Drive, Jump Rope for Heart, raising money for the American Heart Association, and donating to the local animal shelter, SPARC.	$500	$0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Involve students in school field trips and assemblies based on Science and Social Science Standards	Involved student in school field trips and assemblies based on science and social science standards. Chartered a bus and paid for all students in grades K-6 to La Brea Tar Pits. Held a schoolwide science assembly by Mad Science in the fall. Held a schoolwide assembly on magic of science in the spring. Classroom field trips included the Underwood Family Farms and the Nutcracker (K-1), Santa Paula Art Museum and Museum of Ventura County (2-3) and Santa Barbra Mission, Ventura Ranch Castaic and the Carnegie Art Museum in Oxnard (4-6).	$2,500	$2,500 - Contracted Services, Unrestricted - Supplemental/Concentration

Action 3

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

Create a liaison for Foster Youth to ensure immediate enrollment and smooth transition	Worked with Ventura county to create a liaison for Foster Youth to ensure immediate enrollment and smooth transition.	$0	$0

Analysis

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

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

> Overall Goal 2 Student Engagement was fully implemented.

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

> Met all expected measurable outcomes. Planned actions/services led to the maintenance of student attendance, suspension/expulsion, drop out and chronic absenteeism rates. Students in grades K-3 were engaged and involved in 3 community service projects, 3 field trips and 1 schoolwide assembly. A liaison for Foster Youth was maintained.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

> The district receives significant support from its Parent Teacher Organization. The PTO supports the community service activities and provides additional funding. The district did not expend the monies budgeted for community service projects.

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.

> After analysis of our data, metrics and overall effectiveness of the goal, the district has decided that Goal 2 will remain the same and the same actions and services will be implemented in 2019-2020.

Goal 3

Increase Parent Engagement and Participation

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
1.Maintain or increase at least 81% Parent Participation rates at school sponsored events, as measured by sign in sheets	1. Maintained 85% parent participation rates at school sponsored events, as measured by sign in sheets.
2. Maintain or increase at least 53% online survey return, as measured by online survey results.	2. Maintained or increase at least 53% online survey return, as measured by online survey results

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
Family events scheduled to build school community	Held 4 family events; including, Back to School Night 9/6/18, Family Dinner Auction 11/3/18, Winter Music Concert 12/20/18, and Open House/Art Fair/Talent Show 5/30/19.	$0	$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.

Overall Goal 3 Parent Engagement and Participation was fully implemented.

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

High parent attendance rate at 4 school sponsored family events, exceeding expected measurable outcomes. The 2018-19 parent survey had a 50% return with 100% of parents agreeing or strongly agreeing that they are satisfied with the education their child receives at Santa Clara.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was no budget needed for the family events.

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.

After analysis of our data, metrics and overall effectiveness of the goal, the district has decided that Goal 3 will remain the same and the same actions and services will be implemented in 2019-2020.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

Parent Survey (May 2019)
Student Council Meetings (1/10/19 and 5/2/19)
School Site Council Meetings (9/24/18, 11/26/18, 1/30/19, 3/18/19, and 5/13/19)
Staff Meetings (August 2018-June 2019 ongoing-monthly)
School Board Meetings (August 2018-June 2019 ongoing-monthly)
Public Hearing (5/15/19)
Board Approval (6/19/19)
Local Bargaining Unit is N/A

Impact on LCAP and Annual Update

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

All district groups were notified of LCAP and opportunities to provide input both at public meetings and in parent survey. Notices went out to students, parents, staff and administration by multiple means including email, newsletters, postings, SSC meetings, staff meetings, Student Council meetings, and public School Board meetings. Stakeholders reviewed the data collected on the 2018-19 metrics and provided input through SSC meetings, staff meetings, student council meetings and parent survey. No concerns were noted that necessitated a response by the Superintendent. Due to stakeholder engagement and the analysis of the effectiveness of the 2018-19 LCAP, we have decided as a district to continue with the goals and actions/services through the 2019-20 school year.

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

Increase Student Achievement

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Needs: Overall improvement of student achievement Metrics:
1. Performance on standardized tests

2. Performance on district tests

3. Percent of English Learners Reclassified to Fluent English Proficient

4. Percent of English Learners that become English Proficient

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. 69% of students overall districtwide, Met or Exceeded the Standard in ELA/Literacy and 75% of students overall districtwide, Met or Exceeded the Standard in Mathematics. 2015-16 SBAC districtwide results. Each year standard met or exceeded will increase percentage by 3%.	1.Baseline ELA/Literacy SBAC districtwide results for 2014-15 represent 61% meeting or exceeding the standard in ELA/Literacy and 64% meeting or exceeding the standard in Mathematics	1. Each year standard met or exceeded will increase percentage by 3%.	1. Each year standard met or exceeded will increase percentage by 3%.	1.Each year standard met or exceeded will increase percentage by 3%.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2. 85% of students will score proficient or above on district assessments.	2. 80% of students scored proficient or above on district assessments in 2015-16	2. 85% of students will score proficient or above on district assessments.	2. 85% of students will score proficient or above on district assessments.	2. 85% of students will score proficient or above on district assessments.
3. Maintain 100% fully credentialed teachers	3. 100% fully credentialed teachers in 2015-16	3. Maintain 100% fully credentialed teachers	3. Maintain 100% fully credentialed teachers	3. Maintain 100% fully credentialed teachers
4. Maintain FIT score of Good	4. FIT Score of Good in 2015- 16	4. Maintain FIT score of Good	4. Maintain FIT score of Good	4. Maintain FIT score of Good

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
5. Maintain 100% access to standards- aligned instructional materials (adopted textbook programs or supplemental resources to provide CA State Standards instruction; CCSS, ELD, NGSS, ETC))	5. 100% access to standards- aligned instructional materials (adopted textbook programs or supplemental resources to provide CA State Standards instruction; CCSS, ELD, NGSS, ETC) in 2015-16	5. Maintain 100% access to standards- aligned instructional materials (adopted textbook programs or supplemental resources to provide CA State Standards instruction; CCSS, ELD, NGSS, ETC))	5. Maintain 100% access to standards- aligned instructional materials (adopted textbook programs or supplemental resources to provide CA State Standards instruction; CCSS, ELD, NGSS, ETC))	5. Maintain 100% access to standards- aligned instructional materials (adopted textbook programs or supplemental resources to provide CA State Standards instruction; CCSS, ELD, NGSS, ETC))
6. 100% of teachers will align at least 75% of their instruction to the CA State Standards (CCSS, ELD, NGSS, ETC	6. 100% of teachers aligned at least 75% of their instruction to the CA State Standards (CCSS, ELD, NGSS, ETC) in 2015-16	6. 100% of teachers will align at least 75% of their instruction to the CA State Standards (CCSS, ELD, NGSS, ETC)	6. 100% of teachers will align at least 75% of their instruction to the CA State Standards (CCSS, ELD, NGSS, ETC)	6. 100% of teachers will align at least 75% of their instruction to the CA State Standards (CCSS, ELD, NGSS, ETC)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
7. Maintain 100% of student access and enrollment in all required areas of study	7. 100% of student access and enrollment in all required areas of study in 2015-16	7. Maintain 100% of student access and enrollment in all required areas of study	7. Maintain 100% of student access and enrollment in all required areas of study	7. Maintain 100% of student access and enrollment in all required areas of study
8. 40% of English Learners will be reclassified to Fluent English Proficient	8. 25% of English Learners were reclassified to Fluent English Proficient in 2015-16	8. 40% of English Learners will be reclassified to Fluent English Proficient	8. 40% of English Learners will be reclassified to Fluent English Proficient	8. 40% of English Learners will be reclassified to Fluent English Proficient
9. 85% of English Learners will become English Proficient	9. 75% of Enlish Learners became English Proficient in 2015-16	9. 85% of English Learners will become English Proficient	9. 85% of English Learners will become English Proficient	9. 85% of English Learners will become English Proficient
10. API (N/A)	10.API (N/A)	10.API (N/A)	10.API (N/A)	10.API (N/A)
11. Broad course of study	11. Broad course of study	11. Broad course of study	11. Broad course of study	11. Broad course of study

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
12. Broad course of study for unduplicated students, exceptional needs	12. Broad course of study for unduplicated students, exceptional needs	12. Broad course of study for unduplicated students, exceptional needs	12. Broad course of study for unduplicated students, exceptional needs	12. Broad course of study for unduplicated students, exceptional needs
13. A-G (N/A)	13. A-G (N/A)	13. A-G (N/A)	13. A-G (N/A)	13. A-G (N/A)
14. EAP Rate (N/A)	14. EAP Rate (N/A)	14. EAP Rate (N/A)	14. EAP Rate (N/A)	14. EAP Rate (N/A)
15. AP Pass Rate (N/A)	15. AP Pass Rate (N/A)	15. AP Pass Rate (N/A)	15. AP Pass Rate (N/A)	15. AP Pass Rate (N/A)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
16. EL Proficiency/CELDT-ELPAC	16. Pending	16. Pending	16. Establish baseline	16. EL Proficiency/ELPAC - continue to work with EL student group, as applicable - current data In order to protect student privacy, an asterisk (*) is displayed instead of a number of test results since 10 or fewer students had tested.

Planned Actions/Services

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

Action #1

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

Students to be Served	Location(s)
All Students	All Schools

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Purchase Common Core Aligned ELA Textbooks	Investigate Common Core Aligned NGSS and Social Studies Textbooks	Purchase Social Studies Textbooks and Continue to Investigate Common Core Aligned NGSS

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$14,407	$0	$16,000
Source	Restricted State	n/a	Unrestricted Restricted - Lottery

Year	2017-18	2018-19	2019-20
Budget Reference	Textbooks	n/a	Textbooks

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

Purchase common core aligned supplementary materials to support common core instruction	Purchase common core aligned supplementary materials to support common core instruction	Increase amount paid for the purchase of common core aligned supplementary materials to support common core instruction to include Renaissance Learning Program to assist English Learners, Foster Youth, and Low Income students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,500	$2,500	$3,600
Source	Unrestricted	Unrestricted	Unrestricted Unrestricted - Supplementary/Concentration
Budget Reference	Textbooks, Materials and Supplies	Textbooks, Materials and Supplies	Textbooks, Materials and Supplies, Professional Services

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	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Provide professional development, common core, technology. best instructional practices, ELD and NGSS	Provide professional development, common core, technology. best instructional practices, ELD and NGSS	Continue to provide professional development, common core, technology, best instructional practices, ELD and NGSS

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$2,400	$2,400	$1,639

Year	2017-18	2018-19	2019-20
Source	Unrestricted, Restricted Federal	Unrestricted, Restricted Federal	Unrestricted - Lottery Restricted - Title II
Budget Reference	Certificated Salaries and Benefits, Travel and Conferences	Certificated Salaries and Benefits, Travel and Conferences	Certificated Salaries and Benefits Travel and Conferences

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   **Select from New, Modified, or Unchanged**   **Select from New, Modified, or Unchanged**

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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Provide additional intervention.acceleration to students in the following subgroups: Low Income, English Learner/Redesignated Fluent English Learner, Foster Youth	Provide additional intervention.acceleration to students in the following subgroups: Low Income, English Learner/Redesignated Fluent English Learner, Foster Youth	Provide additional intervention, acceleration to students in the following subgroups: Low Income, English Learner/Redesignated Fluent English Learner, Foster Youth

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$37,000	$40,515	$37,957
Source	Unrestricted, Restricted Federal	Unrestricted, Supplemental/Concentration REAP	Unrestricted - Supplemental/Concentration REAP
Budget Reference	Classifed Salaries and Benefits, Materials and Supplies	Classified Salaries and Benefits Materials and Supplies	Classified Salaries and Benefits Materials and Supplies

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

Unchanged

Goal 2

Increase Student Engagement

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6

Local Priorities:

Identified Need:

Needs: Overall improvement of student engagement and attitude toward learning
1.Student survey results: 85% of students surveyed will indicate positive attitudes toward school

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.Attendance rates: Maintain 98%	1.Attendance rates: 98% in 2015-16	1.Attendance rates: Maintain 98%	1.Attendance rates: Maintain 98%	1.Attendance rates: Maintain 98%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.Suspension/Expulsion/Drop Out rates:Maintain 0%	2.Suspension/Expulsion/Drop Out rates: 0% in 2015-16	2.Suspension/Expulsion/Drop Out rates:Maintain 0%	2.Suspension/Expulsion/Drop Out rates:Maintain 0%	2.Suspension/Expulsion/Drop Out rates:Maintain 0%
3.Student survey results: 85% of students surveyed will indicate positive attitudes toward school	3. No Baseline Data	3.Student survey results: 85% of students surveyed will indicate positive attitudes toward school	3.Student survey results: 85% of students surveyed will indicate positive attitudes toward school	3.Student survey results: 85% of students surveyed will indicate positive attitudes toward school
4.Chronic absenteeism: Maintain 0%	4.Chronic absenteeism: 0% in 2015-16	4.Chronic absenteeism: Maintain 0%	4.Chronic absenteeism: Maintain 0%	4.Chronic absenteeism: Maintain 0%
5. Middle School Dropout Rate (N/A)	5. Middle School Dropout Rate (N/A)	5. Middle School Dropout Rate (N/A)	5. Middle School Dropout Rate (N/A)	5. Middle School Dropout Rate (N/A)
6. High School Dropout Rate (N/A)	6. High School Dropout Rate (N/A)	6. High School Dropout Rate (N/A)	6. High School Dropout Rate (N/A)	6. High School Dropout Rate (N/A)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
7. High School Graduation Rate (N/A)	7. High School Graduation Rate (N/A)	7. High School Graduation Rate (N/A)	7. High School Graduation Rate (N/A)	7. High School Graduation Rate (N/A)

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

Schoolwide

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Involve students in community service projects	Involve students in community service projects	Involve students in community service projects

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$500	$500	$500
Source	Unrestricted	Unrestricted, Supplemental/Concentration	Unrestricted, Supplemental/Concentration
Budget Reference	Materials and Supplies	Materials and Supplies	Materials and Supplies

Action #2

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

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

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
English Learners, Foster Youth, Low Income	Schoolwide	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**
Involve students in school field trips and assemblies based on Science and Social Science Standards	Involve students in school field trips and assemblies based on Science and Social Science Standards	Involve students in school field trips and assemblies based on Science and Social Science Standards

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$2,500	$2,500	$4,500

Year	2017-18	2018-19	2019-20
Source	Unrestricted	Unrestricted, Supplemental/Concentration	Unrestricted - Supplemental/Concentration
Budget Reference	Professional Services	Professional Services	Professional Services

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

<div align="center">

OR

</div>

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

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

| Create a liaison for Foster Youth to ensure immediate enrollment and smooth transition | Create a liaison for Foster Youth to ensure immediate enrollment and smooth transition | Create a liaison for Foster Youth to ensure immediate enrollment and smooth transition |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

(Select from New Goal, Modified Goal, or Unchanged Goal)
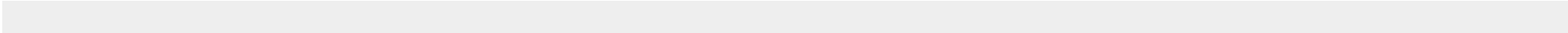
Goal 3

Increase Parent Engagement and Participation

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Identified Need:

Needs overall improvement of parent engagment and participation
1. Parent participation rates at school sponsored events
2. Partent participation rates in parent survey

Expected Annual Measureable Outcomes

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

1.Parent participation in school sponsored events, as measured by sign in sheets	1. 81% parent participation in school sponsored events, established baseline measured by the 2016-17 results	1.Maintain or increase at least 81% Parent Participation rates at school sponsored events, as measured by sign in sheets	1.Maintain or increase at least 81% Parent Participation rates at school sponsored events, as measured by sign in sheets	1.Maintain or increase at least 81% Parent Participation rates at school sponsored events, as measured by sign in sheets
2. Online survey to obtain input from parents/guardians	2. 53% online survey return, established baseline measured by the 2016-17 results	2. Maintain or increase at least 53% online survey return, as measured by online survey results	2. Maintain or increase at least 53% online survey return, as measured by online survey results	2. Maintain or increase at least 53% online survey return, as measured by online survey results

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

All Students	All Schools

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Family events scheduled to build school community	Family events scheduled to build school community	Family events scheduled to build school community

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

$13,166

Percentage to Increase or Improve Services

2.74%

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.

Santa Clara has 15.38% unduplicated pupils in the LCFF subgroups. In the school year 2017-18, the Supplemental/Concentration funding was about $13,166. the funds expended from the Supplemental/Concentration funding sources align with the goals of the LCAP. Actual costs to support Goals 1 and 2 for unduplicated students exceed additional funding for these student subgroups. Funds are to assist in the purchase of intervention/acceleration materials (Mattos 2008) and services and to pay for services to promote student and parent engagement (Bradshaw 2009). The school will provide asscess to parents after school hours to use technology. Instructional aides will be used to provide services to unduplicated students.

Funds are principally directed in Goal 1-Action 4, and Goal 2-Action 3 to students in the subgroups they help to increase academic achievement by increasing their time and access to intervention/acceleration materials and services and their parents' access to technology. By improving student and parent engagement in the school community, students and parents will increase their understanding of what proficient student acheivement is and how to obtain proficiency. Services for students within the subgroups will be increased or improve by about 2.74%, compared to all students. The

expenditures for the subgroups meet or exceed the 2.74% threshold.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

$15,623

Percentage to Increase or Improve Services

2.98%

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.

Santa Clara has 17.34% unduplicated pupils in the LCFF subgroups. In the school year 2018-19, the Supplemental/Concentration funding was about $15,623. the funds expended from the Supplemental/Concentration funding sources align with the goals of the LCAP. Actual costs to support Goals 1 and 2 for unduplicated students exceed additional funding for these student subgroups. Funds are to assist in the purchase of intervention/acceleration materials (Mattos 2008) and services and to pay for services to promote student and parent engagement (Bradshaw 2009). The school will provide asscess to parents after school hours to use technology. Instructional aides will be used to provide services to unduplicated students.

Funds are principally directed in Goal 1-Action 4, and Goal 2-Action 3 to students in the subgroups they help to increase academic achievement by increasing their time and access to intervention/acceleration materials and services and their parent access to technology. By improving student and parent engagement in the school community, students and parents will increase their understanding of what proficient student acheivement is and how to obtain proficiency. Services for students within the subgroups will be increased or improve by about 2.98%, compared to all students. The expenditures for the subgroups meet or exceed the 2.98% threshold.

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

$13,417

Percentage to Increase or Improve Services

2.34%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Santa Clara has 14.12% unduplicated pupils in the LCFF subgroups. The estimated Supplemental/Concentration funding for 2019-20 school year is $13,417. The budgeted funds form the Supplemental/Concentration funding sources align with the goals of the LCAP. Actual costs to support Goals 1 and 2 for unduplicated students exceed additional funding for these student subgroups. Funds are to assist in the purchase intervention/acceleration materials and services to pay for services to promote student and parent engagement (Bradshaw 2009). The school will provide access to parents after school hours to use technology. Instructional aides will be used to provide services to unduplicated students.

Funds are principally directed in Goal 1-Action 2 and 4 and Goal 2-Action 3 to students in the subgroups to increase academic achievement by increasing their time and access to intervention/acceleration materials and services and their parents' access to technology. By improving student and parent engagement in the school community, students and parents will increase their understanding of what proficient student achievement is and how to obtain proficiency. Services for students within subgroups will be increased or improve by about 2.34% compared to all students. The expenditures for the subgroups meet or exceed the 2.34% threshold.