

# 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

Summit Charter Academy

## Contact Name and Title

Dr. Sharon Kamberg

Superintendent

## Email and Phone

skamberg@burtonschools.org

5597825954

## 2017-20 Plan Summary

### The Story

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

Summit Charter Academy is a dependent Charter of Burton School District. It is a K-12 Charter that is located in Porterville CA. The Charter serves a total of approximately 2,000 students located at 2 elementary schools and 1 middle school/high school. The demographic makeup of the district is as follows: 71.8% Hispanic, 22.2% White, 1.1% Asian, 1.4% Filipino, 1.7% American Indian, with remaining 1.7% being other races. The district also serves a significant population of English Learners, 17.5% of students and students classified as Socioeconomically Disadvantaged, 65.8% of students. These student groups along with all others are served by highly qualified teachers in an elementary school setting until 6th grade at which point they are transferred to our middle school/high school for grades 7-12. During their 13 years enrolled in Summit students will be able to experience a robust academic program that builds their academic abilities while being in an environment that also focuses on the whole child..

### LCAP Highlights

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

This year's key components of the LCAP include retaining highly qualified certificated and classified instructional staff, retaining full time Vice Principals at each school site to support classroom instruction and a positive school climate. Additionally this year LCAP helps further increase the inclusion of technology and curriculum into the classroom environment to support the 1:World Board Goal and

increase the academic achievement of our students. For the 2018-2019 the addition of the Teacher Induction Program (TIPS) and district and site coaches will help address the concerns that we identified during the district's differentiated assistance process.

## 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 data presented in the CA school Dashboard our area of greatest progress is in the area of suspension rate. According to the dashboard the overall district data dropped, as desired. However, given that the data is not up to date data we believe that we have further dropped these rates and will continue implementation of the items that led to these drops.

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 data presented in the CA school Dashboard our areas of greatest are suspension rate and English Language Arts performance. These are areas the district has continued to work on improving. The district will continue to work on improving these areas by ensuring all staff is well trained and prepared as well as providing Capturing Kids Hearts training to all staff.

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

## Performance Gaps

There are no areas that have a student group 2 or more levels below all students. However, the district will continue to implement strategies to improve all areas of the dashboard that are below the district's desired performance level.

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 improved and increased services that will benefit these student groups the most are the early intervention, increased technology as a resource and increased teacher retention. These three areas will contribute to long term student success and achievement.

## 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

\$20,376,594

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$4,073,571

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.

Other items included in the general fund that help support the implementation of LCAP include supporting the necessary staffing and supplies to run a school efficiently. Some examples of these expenditures include Teaching staff, Administrative Staff, support staff, supplies, and the other expenditures necessary to run the day to day necessities (Power, Water, etc.) of a school environment.

### DESCRIPTION

### AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$20,376,594

# 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

BSD will hire, train, and support the best available candidates that support student learning, safe, clean, and secure campuses, and supports parent involvement

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 1, 2, 3, 4, 5, 6, 7, 8

**Local Priorities:** Our board of trustees goals continue to focus on people, programs and professional development with a particular emphasis on student intervention at the earliest possible opportunity.

## Annual Measurable Outcomes

**Expected**

**Actual**

Williams Settlement Visit Compliance-Met

Met

Staff Retention Rate-95%

TBD after 1st June Board Meeting

**Expected**

Attendance Rate-96.5%

Chronic Absenteeism Rate-3.0%

Suspension Rate-2.75%

Expulsion Rate-2.75%

Appropriately Placed Teachers-100%

State Indicator-Suspension RateGreen

State Indicator-Chronic Absenteeism-Green

Local Indicator-Basic Conditions-Met

Local Indicator-Parent Engagement-Met

Local Indicator-Climate Survey-Met

**Actual**

Current Estimate 97%

Current Estimate-5.3%

Current Estimate-1.6%

Current Estimate-0.25%

100%

Orange (Fall 2017 Data)

Not yet available

Met

Met

Met

**Expected****Actual**

Local Indicator-Implementation of Standards-Met

Met

Students w/ Standards Aligned Materials-100%

100%

Middle School Dropout Rate-0%

0%

Implementation of CCSS-Review of Pacing Calendars/Courses

Implemented

EL Access to core-Review

Reviewed &amp; Met

Parent Involvement-District &amp; Site Level-Increase

Increased site level, increased opportunities at district level

Parental Participation-Unduplicated pupils

Parents of Unduplicated students are included and invited to all events

Parental Participation-Exceptional Needs pupils

Parents of Exceptional Needs  
students are included and invited to all events**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**

To increase academic achievement highly qualified staff must be hired & retained through maintenance of salary schedule increases (including addition of 2 professional development days) for certificated staff to ensure that a highly trained staff provides the best support for Unduplicated Pupils.

**Actual Actions/Services**

Salary increases were moved out-No expenses

**Budgeted Expenditures**

\$328,926 LCFF S/C

**Estimated Actual Expenditures**

0

**Action 2****Planned Actions/Services**

To support and retain a highly qualified staff, Instructional and safety support staff must be hired. These positions target students with needs and help support the classroom teacher in provided high quality instruction to all students specifically unduplicated student groups.

**Actual Actions/Services**

Classified Salaries, Benefits and classified subs to provide high quality instructional and safety support to students, in particular unduplicated students, across the district.

**Budgeted Expenditures**

Maintain classified support staff salaries  
\$542,664 LCFF S/C

**Estimated Actual Expenditures**

\$548,938 LCFF S/C

### Action 3

#### Planned Actions/Services

Parent involvement initiatives will be reviewed at each school site with the purpose of increasing parent engagement. The parent initiatives will include strategies to invite parent input in school and district decisions. The initiatives may include but are not limited to:

- Website coordinator for parent communication
- Parent Advisory Committee-LCAP group
- Translation services to engage parents
- During meetings the following will be available to support meaningful parent engagement:
  - o Interpreting Services, Childcare and refreshments
- Parent communication:
  - AERIES/Blackboard
  - Connect/District
  - Newsletter/Community
- Parent use of technology to communicate with schools
- Parent participation in district

#### Actual Actions/Services

Implementation of the parent plan included the following expenditures:

- Community Liaison Salary & Benefits
- Software/App purchases for parent communication
- Training and conference costs for both parents and staff
- Translation and interpreting services to ensure parent engagement from all parent groups

#### Budgeted Expenditures

\$130,869

#### Estimated Actual Expenditures

\$159,281 LCFF S/C



**Planned Actions/Services**

wide initiatives  
 • These activities support the inclusion and engagement of parents from unduplicated counts by ensuring their knowledge of the school culture and by allowing them to stay informed on their student’s progress in both English & the parent’s native language.

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Action 4**

**Planned Actions/Services**

Hire and retain certificated admin positions to positively impact climate, and allow more principal interaction with the school instructional program. Retain School Resource Officer. These positions support unduplicated student groups by providing in school supports to create an environment that allows for them to flourish.

**Actual Actions/Services**

Portion of Vice Principal Salaries  
 SRO Contract  
 Middle School Counselor Salary & Benefits

**Budgeted Expenditures**

\$309,308

**Estimated Actual Expenditures**

\$281,408 LCFF S/C

**Action 5**

**Planned Actions/Services**

Maintain incentive program for attendance and retain staff for coordinated efforts to decrease suspensions/expulsions. These services directly impact unduplicated student groups by helping to ensure their daily school attendance and providing additional supports when necessary.

**Actual Actions/Services**

Certificated & Classified Salaries to support In-School Suspension/Saturday School Student incentive fees-Including on site performances, incentive trips and associated costs

**Budgeted Expenditures**

\$7,500

**Estimated Actual Expenditures**

\$7,500 LCFF S/C

**Action 6**

**Planned Actions/Services**

Maintain facilities in good repair to ensure that all students, including unduplicated student groups, have safe, clean and welcoming facilities to learn in and around.

**Actual Actions/Services**

Contribution to the deferred/Routine Restricted Maintenance Account

**Budgeted Expenditures**

-

**Estimated Actual Expenditures**

\$83,392 LCFF S/C

**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 the actions of Goal 1 were implemented to almost full completion. The district was able to maintain staff, have a SRO available, meaningfully involve parents, increase attendance and maintain clean and safe facilities.

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

Through the implementation of this goal the district has been able to better maintain both classified and certificated staff members. This retention of certificated staff has resulted in a more experienced and better trained staff and resulted in a 90% staff retention rate. In addition to this through this goal the district has been able to create incentives for students for attendance and increase overall attendance rates by over .5%.. Furthermore through the maintenance of classified instructional support staff, classrooms have additional staffing that otherwise wouldn't be present. The maintenance of support staff and the implementation of in school suspension & Saturday School. Although suspension rate increased overall this is due to the inclusion of in school suspension into these numbers. Continuation of School Resource Officer, Vice Principal & support staff is continuing to reshape culture and climate on campus as demonstrated by parent satisfaction. These things combined resulted in an overall increase in student attendance.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The main differences between estimated and actual expenditures were the inclusion of deferred maintenance costs and the shifting of some of the expenditures to other actions as they were deemed more appropriate to fall under those actions.

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

As a result of the analysis of the data from 2017-2018 the district has made the following changes to the 2018-2019 LCAP.

Addition of school counselor

Continuation of Saturday School, In-School Suspension, Psychologist, Vice Principals.

Include the cost of Subs for instructional support staff to ensure that those positions are fully covered

Begin shift of Action 1.1 services to activities such as professional development and support as staffing has begun to stabilize

# Goal 2

BSD will provide a child centered education focused on student learning

## State and/or Local Priorities addressed by this goal:

**State Priorities:** 1, 2, 3, 4, 5, 6, 7, 8

**Local Priorities:** Burton supports: • Student learning • Instructional Technology • Common Core state standards integrated with visual and performing arts, foreign language and technology • Provides safe and clean campuses accessible to the community • Professional Development

# Annual Measurable Outcomes

## Expected

SBAC-ELA-39%

SBAC-Math-25%

Reclassification Rate-8%

State Indicator ELA-Green or better

## Actual

SBAC-Not Yet Available

SBAC-Not Yet Available

12.8%

Fall 2017-Orange

**Expected**

State Indicator Math-Green or better

State Indicator EL Progress-Yellow or better

CELDT/EL Progress-65%

Broad Course of Study 100% Access as appropriate

Programs/Services Provided to Unduplicated Pupils-A review of available programs to ensure inclusion and access of Unduplicated Pupils done by District Spring 2017 demonstrates 100% of programs have students from these groups (when appropriate). Demonstrate 100% programmatic inclusion (when appropriate).

Programs/Services Provided to Exceptional needs Pupils-A review of available programs to ensure inclusion and access of Unduplicated Pupils done by District Spring 2017 demonstrates 100% of programs have students from these groups (when appropriate). Demonstrate 100% programmatic inclusion (when appropriate).

**Actual**

Fall 2017-Yellow

Fall 2017-Green

Data to be updated when ELPAC data is available

Reviewed-100%

100% programmatic inclusion (when appropriate)

100% programmatic inclusion (when appropriate)

**Expected**

Other Pupil Outcomes:  
Student participation in Digital Citizenship. Completion of the Nearpod Digital Citizenship lesson-96%

**Actual**

TBD after final day of school

**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**

A broad course of study is provided for all students which includes implementation of state standards in all content areas and English Language Development. All students have access to appropriate materials. All students to include the following Student Groups:

- low income pupils
- English Learners
- Foster youth
- redesignated fluent English proficient
- all other subgroups

Materials and Supplies purchased to support a Broad Course of Study

Curriculum  
\$258,735 LCFF S/C

\$258,735

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**



Targeted support for at-risk groups and maintain graduation rates. Early intervention to assure student success K-8. Students from Unduplicated students will be targeted to provide optimal opportunities for students to improve their academic achievement.

Salaries & Benefits for Certificated & Classified Staff to Support Intervention  
Materials to support implementation of intervention systems  
Salary & Benefits for Psychologist to support student intervention

\$501,149

\$625,000 LCFF S/C

### Action 3

#### Planned Actions/Services

Professional Development on strategies and best practices to support EL student growth.

#### Actual Actions/Services

Training on best practices for English Learners provided through English Learners Group.

#### Budgeted Expenditures

Included in goal 1.2 and 2.2

#### Estimated Actual Expenditures

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### Action 4

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

Implementation of technology plan to ensure that students have access to tech support curriculum and instruction specifically that students from Unduplicated groups be supported to ensure access to core content.

Technology purchases  
 Trainings & Conferences for staff to provide effective implementation of technology devices  
 Software to support the management of Tech devices & Data

\$159,339

\$145,072

**Action 5**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Retain Increase of instructional day minutes (15)

Retain Increase of instructional day minutes (15) to ensure all students, specifically unduplicated student groups, have additional learning opportunities to increase their academic achievement.

Maintain increases in instructional minutes for Certificated Staff  
 \$219,065 LCFF S/C

\$299,000 LCFF S/C

**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 the district has worked hard on implementing the intervention programs and technology rollout. The majority of the actions and services listed in Goal 2 were completed. The most significant piece of this was the addition of the Mentor Teachers to the campuses. Through the Mentor Teachers the school sites were able to more effectively intervention

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

Overall the maintenance of the instructional minutes increase provides students with an increased service of teacher contact time. This continued this year and allowed for additional instructional time. Furthermore the addition of mentor teachers allowed students to receive intervention through a systematic process, a process not available previously, again an increase in services. These actions helped to provide a slight increase in overall SBAC Math & ELA achievement. These actions also ensured that all students had board approved curriculum and access to all appropriate courses regardless of student group.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Actions 2.2 and 2.5 both saw increases over the original amount. These were changes to better meet the needs of the school sites and to add 2 professional development days for our certificated staff. This allowed for teachers to be better trained to meet the needs of our unduplicated student groups. The overall intent of the actions and services between all of the goals remained the same.

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

As a result of the analysis and participation in the differentiated assistance process, the changes that will be made in the 2018-2019 LCAP Year will reflect a better distribution of the funds to more appropriately align with the correct actions based upon expenditures made in 2017-2018.

# Goal 3

BSD will provide professional development and training with continued support to prepare students to be college and world ready

## State and/or Local Priorities addressed by this goal:

**State Priorities:** 1, 2, 3, 4, 5, 6, 7, 8

**Local Priorities:** Burton will provide professional development with continued support to ensure full implementation.

# Annual Measurable Outcomes

## Expected

CKH Training-All Staff

Retention of new teachers is a district priority for student achievement.  
Goal 95%

State Indicator EL Progress-Yellow or Better

## Actual

All Staff Trained

To be determined after 1st June Board Meeting

Fall 2017 Release-Green

# 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

Continue and maintain professional development for all teachers in instruction and state standards. Retain additional days for new teachers. Retain services from English Learner Group, to retain success with English Learners. These services increase the level of efficacy and knowledge of teaching staff which leads to greater support to students from our unduplicated student groups.

### Actual Actions/Services

Trainings & Conferences  
 Professional Development  
 Contracts  
 Materials required for trainings  
 Substitute Costs  
 Auxiliary Time

### Budgeted Expenditures

\$76,639

### Estimated Actual Expenditures

\$280,021 LCFF S/C

## Action 2

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures

Parent training for greater articulation of school programs which may include: AERIES, state standards, and other district wide initiatives. This further supports the inclusion of parents from Unduplicated student groups by increasing knowledge and exposure to the school system/structure as well as district specific programs designed to support students.

Additional software to provide better parent access to student information  
 Parent training on software, digital citizenship, Math, etc..

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### Action 3

#### Planned Actions/Services

All Stakeholders trained in Capturing Kids Hearts to create a learner-centered environment and improve the culture and climate amongst staff. Appreciation shown through CKH implementation and various other staff appreciation events.

#### Actual Actions/Services

Contracted Services for Capturing Kids Hearts trainings provided to all stakeholders (Administrative Staff, Teaching Staff, Classified Staff, Board Members, Parents, Community Members, etc).

#### Budgeted Expenditures

\$66,472

#### Estimated Actual Expenditures

\$66,472 LCFF S/C

### Action 4

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

Stipends for teacher support and training (i.e. teacher technology leaders, mentor teachers, etc..) which allows for overall better instruction to support our unduplicated student groups.

Stipends for teacher support and training (i.e. technology, teacher leaders, mentor teachers, etc..)

Included in Goal 1.1

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### Action 5

#### Planned Actions/Services

Implementation of technology plan-Professional Development portion to ensure that teachers and support staff understand all available supports for all students with emphasis on supports that best work with students from our Unduplicated Student Groups.

#### Actual Actions/Services

Technology Devices for student use  
Travel, Training & Conference (all associated costs)  
Salary & Benefits for technology support positions

#### Budgeted Expenditures

\$23,850

#### Estimated Actual Expenditures

\$18,816 LCFF S/C

### Action 6

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures



Maintain sub pay to ensure quality substitutes (also under goal 1). Pursue permanent subs. This action helps to ensure when teachers are out of the classroom due to training or other circumstances that students from Unduplicated Student Groups have the best quality of instruction possible to continue furthering their academic achievement and social emotional wellbeing.

Maintained and hired subs at appropriate rate consistent with CBA

\$0 (Included in Action 3.1)

\$0 (Subs were hired through other actions)

**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 services and actions for Goal 3 were implemented. During the 2016-2017 school year the district was able to implement 1:1 across all grade levels sooner than anticipated. Capturing Kids Hearts trainings continue to be provided to stakeholders to ensure that everyone is creating an environment that is safe and welcoming environment. Additionally all staff received professional development throughout the school year.

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

Through the implementation of these actions and services the district has been able to almost completely become a 1:1 district, and will be by the completion of the 2016-2017 school year. In addition to this, these actions have provided staff training to create better learning environments and push their students further.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As a result of moving the salary increases out of the LCAP and into the general fund there was a significant increase to 3.1 to be able to better provide training for the staff across the district. This shift resulted in staff having greater access to PD and as a result students from unduplicated groups received a better initial instruction.

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

As a result of the analysis and participation in the differentiated assistance process, the changes that will be made in the 2018-2019 LCAP year will reflect a better distribution of the funds to more appropriately align with the correction action based up on expenditures made in 2017-2018 and to

provide support for staff in order to address the areas identified through the differentiated process. This is demonstrated by increasing the number of staff available to support new teachers as well as the implementation of an in house TIPS program

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# 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 LCAP annual review and analysis included a number of different stakeholders. Specifically the district held LCAP community meetings throughout the 2017-2018 school year in both English and Spanish. Invitations to these meetings were extended to all of the following groups: Parents, Parent Advisory Committees, ELACs, SSCs, students, Staff (certificated, classified, and management), Board Members, Business Owners/Community Members, and a representative for each of the bargaining units. During each of these meetings a variety of data and metrics were presented to the audience members. These metrics provided those in attendance the opportunity to view progress on all areas. In addition to this it gave the community members the opportunity to ask questions and provide feedback as to how the implementation was progressing. In addition to these meetings each of the stakeholder groups had the opportunity to complete a survey so that those who were unable to attend in person were still able to provide and feedback. In addition to these meeting dates the information contained within the LCAP (metrics, expenditures, progress, etc) was presented and discussed at the following public regular Board Meetings: Need board dates. Additionally the district worked with TCOE staff to determine what the best course of action was to address the differentiated status of the district. This was done through both meetings with TCOE and through the district staff interviewing school site staff to determine how to best address the areas identified.

## Impact on LCAP and Annual Update

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

During the community meetings individuals present had the opportunity to hear about the many things going on in the district funded through the supplemental and concentration dollars. These valuable conversations provided district staff with valuable feedback about areas that stakeholders felt were being addressed but also demonstrated areas that could use further improvement. In addition to the feedback received at the in person meetings

the district also received large amounts of feedback through the survey process. As mentioned above all stakeholder groups (Parents, Parent Advisory Committees, ELACs, SSCs, students, Staff (certificated, classified, and management), Board Members, Business Owners/Community Members, and a representative for each of the bargaining units) had the opportunity to complete a survey and provide valuable insight into how the district can continue to better meet the needs of all students across the district. Based upon the information received through both the meetings and surveys the district has made the following changes for the upcoming year:

Implementation of the TIPS program

Increased the portion and number of Psychologists in the district to support Mental Health

Increase the dollar amount allocated to school sites to ensure intervention and site based programs continue.

Better delineation of the actions to more accurately depict how funding will address the needs of the district and the needs identified through differentiated assistance.

Additionally some small other shifts occurred across actions to better reflect the district's progress towards each of its goals.

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# 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

BSD will hire, train, and support the best available candidates that support student learning, safe, clean, and secure campuses, and supports parent involvement

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 1, 2, 3, 4, 5, 6, 7, 8

**Local Priorities:** LOCAL Our board of trustees goals continue to focus on people, programs and professional development with a particular emphasis on student intervention at the earliest possible opportunity.

**Identified Need:**

A continued focus on strengthening relationships with stakeholders (i.e. parents and business owners), hiring qualified staff, maintaining teacher support, and ensuring necessary support for all students. During the 13-14 school year, 20% our highly qualified (not new to the profession) teachers left for higher paying jobs at neighboring districts. As a result of a concentrated effort to close the gap in salary schedules compared to neighboring districts this attrition has been dramatically reduced. Student Attendance Rate: 96.8% (16-17 Data) Chronic Absenteeism Rate: 5.8% (16-17 Data) Middle School Dropout Rate: 0% (15-16 Data) Suspension Rate: 3.0% (16-17 Data) Expulsion Rate: 3.0% (16-17 Data) Teachers appropriately placed: 100% (16-17 Data) Including parents of unduplicated pupils and exceptional needs pupils: All parents were invited due to our high percentage of unduplicated count to both school and district events (math nights, parent nights, back to school, LCAP, etc), no baseline numbers were taken for these specific groups.

**Expected Annual Measureable Outcomes**

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Williams Settlement Visit Compliance	Met-2016-2017	Meet	Meet	Meet
Staff Retention Rate	80%- 2013-2014 Data	95%	95%	95%

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Attendance Rate	96.8% 16-17 Data	96.5% (97% Actual)	96.5%	96.5%
Chronic Absenteeism Rate	5.8% 16-17 Data	3.0% (4.8% Actual)	4.0%	4.0%
Suspension Rate	3%-16-17 Data	2.75%	2.5%	2.25%
Expulsion Rate	3%-16-17 Data	2.75%	2.5%	2.25%
Appropriately Placed Teachers	100% 2016-2017 Data	100%	100%	100%
State Indicator-Suspension Rate	Green-Spring 2016	Green or better	Green or better	Green or better
State Indicator-Chronic Absenteeism	N/A-Spring 2016	Green or better	Green or better	Green or better
Local Indicator-Basic Conditions	N/A-Spring 2016	Met	Met	Met

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Local Indicator- Parent Engagement	N/A-Spring 2016	Met	Met	Met
Local Indicator- Climate Survey	N/A-Spring 2016	Met	Met	Met
Local Indicator- Implementation of Standards	N/A-Spring 2016	Met	Met	Met
Students w/ Standards Aligned Materials	100%-Fall 2016	100%	100%	100%
Middle School Dropout Rate	0%-2015-2016 Data	0%	0%	0%
Implementation of CCSS-Review of Pacing Calendars/Courses	Per District Review of Policies, Practices & Pacing Guides- Implemented	Implemented	Implemented	Implemented



<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
EL Access to core-Review	Per District Review of Necessary components for EL access to the Core-Reviewed & Met	Reviewed & Met	Reviewed & Met	Reviewed & Met
Parent Involvement-District & Site Level	District & Site invitations sent to parents to LCAP Community Meetings/SSC meetings-Reviewed & Met (Participation rate-baseline set during 17-18 year)	Reviewed & Met	Reviewed & Met	Reviewed & Met
Parental Participation-Unduplicated pupils	Invitations & Sign-In sheets reviewed for Parents of Unduplicated students-Reviewed & Met (Participation rate-baseline set during 17-18 year)	Reviewed & Met	Reviewed & Met	Reviewed & Met

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parental Participation-Exceptional Needs pupils	Invitations & Sign-In sheets reviewed for Parents of Exceptional Needs students-Reviewed & Met (Participation rate-baseline set during 17-18 year)	Reviewed & Met	Reviewed & Met	Reviewed & Met

## 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

### 2017-18 Actions/Services

To increase academic achievement highly qualified staff must be hired & retained through maintenance of salary schedule increases (including addition of 2 professional development days) for certificated staff to ensure that a highly trained staff provides the best support for Unduplicated Pupils.

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

Modified

### 2018-19 Actions/Services

To increase academic achievement highly qualified staff must be hired & retained through providing appropriate and adequate support to both new and veteran teachers. As a result district coaches and coordinators will be hired to provide this support to certificated staff to ensure that a highly trained staff provides the best support for Unduplicated Pupils.

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	\$328,926	\$489,020	
Source	LCFF S/C	LCFF S/C	

Year	2017-18	2018-19	2019-20
<b>Budget Reference</b>	Maintain salary schedule increases for certificated staff	Certificated Salaries & 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, 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	Unchanged
<b>2017-18 Actions/Services</b>	<b>2018-19 Actions/Services</b>	<b>2019-20 Actions/Services</b>

To support and retain a highly qualified staff, Instructional and safety support staff must be hired. These positions target students with needs and help support the classroom teacher in provided high quality instruction to all students specifically unduplicated student groups.

To support and retain a highly qualified staff, Instructional and safety support staff must be hired. These positions target students with needs and help support the classroom teacher in provided high quality instruction to all students specifically unduplicated student groups.

N/A

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$542,664	\$681,654	
Source	LCFF S/C	LCFF S/C	
Budget Reference	Maintain classified support staff salaries	Classified Salaries & Benefits	

### Action #3

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

#### Students to be Served

N/A

#### Location(s)

N/A

**OR**

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

**Students to be Served**

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**

Unchanged

**2017-18 Actions/Services**

Parent involvement initiatives will be reviewed at each school site with the purpose of increasing parent engagement. The parent initiatives will include strategies to invite parent input in school and district decisions. The initiatives may include but are not limited to:

- Website coordinator for parent communication
- Parent Advisory Committee-LCAP group
- Translation services to engage parents
- During meetings the following will be available to support meaningful parent

**2018-19 Actions/Services**

Parent involvement initiatives will be reviewed at each school site with the purpose of increasing parent engagement. The parent initiatives will include strategies to invite parent input in school and district decisions. The initiatives may include but are not limited to:

- Website coordinator for parent communication
- Parent Advisory Committee-LCAP group
- Translation services to engage parents
- During meetings the following will be available to support meaningful parent

**2019-20 Actions/Services**

N/A

engagement:

o Interpreting Services, Childcare and refreshments

- Parent communication:

AERIES/Blackboard

Connect/District Newsletter/Community

- Parent use of technology to communicate with schools

- Parent participation in district wide initiatives

- These activities support the inclusion and engagement of parents from unduplicated counts by ensuring their knowledge of the school culture and by allowing them to stay informed on their student’s progress in both English & the parent’s native language.

engagement:

o Interpreting Services, Childcare and refreshments

- Parent communication:

AERIES/Blackboard

Connect/District Newsletter/Community

- Parent use of technology to communicate with schools

- Parent participation in district wide initiatives

- These activities support the inclusion and engagement of parents from unduplicated counts by ensuring their knowledge of the school culture and by allowing them to stay informed on their student’s progress in both English & the parent’s native language.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$130,869	\$128,600	
Source	LCFF S/C	LCFF S/C	

Year	2017-18	2018-19	2019-20
<b>Budget Reference</b>	1.3a District/Site Parent Involvement Support Materials 1.3b Community Outreach Staff 1.3c Online Programs and Printed Materials 1.3d Classified Support Salaries 1.3e Travel & Conference 1.3f Contracted Services	1.3a Salaries & Benefits 1.3b District/Site Parent Involvement Support Materials 1.3c Contracted Services 1.3d Travel & Conference	

## 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**

Modified

**2017-18 Actions/Services**

Hire and retain certificated admin positions to positively impact climate, and allow more principal interaction with the school instructional program. Retain School Resource Officer. These positions support unduplicated student groups by providing in school supports to create an environment that allows for them to flourish.

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

Modified

**2018-19 Actions/Services**

Hire and retain certificated admin positions to positively impact climate, and allow more principal interaction with the school instructional program. Retain School Resource Officer and crossing guards. These positions support unduplicated student groups by providing in school supports to create an environment that allows for them to flourish.

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

Unchanged

**2019-20 Actions/Services**

N/A

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$309,308	\$332,557	
<b>Source</b>	LCFF S/C	LCFF S/C	



**2017-18 Actions/Services**

Maintain incentive program for attendance and retain staff for coordinated efforts to decrease suspensions/expulsions. These services directly impact unduplicated student groups by helping to ensure their daily school attendance and providing additional supports when necessary.

**2018-19 Actions/Services**

Maintain incentive program for attendance and retain staff for coordinated efforts to decrease suspensions/expulsions. Additionally provide counseling services at the middle school. Provide psychological services and hire an additional psychologist. Provide each site with a clerk to support maintenance of high ADA by allowing for additional parent contact. These services directly impact unduplicated student groups by helping to ensure their daily school attendance, mental health wellness and providing additional supports when necessary.

**2019-20 Actions/Services**

N/A

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$7,500	\$399,050	
Source	LCFF S/C	LCFF S/C	

Year	2017-18	2018-19	2019-20
<b>Budget Reference</b>	1.5a Attendance Incentive Materials 1.5b In-House Detention Staff 1.5c Sub Salaries 1.5d Attendance Contracts and Services 1.5e Transportation Costs	1.5a Attendance Incentive Materials 1.5b InHouse Detention Staff 1.5c Sub Salaries 1.5d Attendance Contracts and Services 1.5e Transportation Costs 1.5f Classified Salaries & Benefits 1.6g Certificated Salaries & 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      Select from New, Modified, or Unchanged      Select from New, Modified, or Unchanged

**for 2017-18**

**for 2018-19**

**for 2019-20**

Unchanged

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Maintain facilities in good repair to ensure that all students, including unduplicated student groups, have safe, clean and welcoming facilities to learn in and around.

Maintain facilities in good repair to ensure that all students, including unduplicated student groups, have safe, clean and welcoming facilities to learn in and around.

N/A

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$0	\$101,187	
<b>Source</b>	LCFF S/C	LCFF S/C	
<b>Budget Reference</b>	Deferred Maintenance Contribution	Deferred Maintenance Contribution	

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

Unchanged

## Goal 2

BSD will provide a child centered education focused on student learning

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 1, 2, 3, 4, 5, 6, 7, 8

**Local Priorities:** Burton supports:

- Student learning
- Instructional Technology
- Common Core state standards integrated with visual and performing arts, foreign language and technology
- Provides safe and clean campuses accessible to the community
- Professional Development

### Identified Need:

At-risk subgroups (Special education, ELL populations and SES populations) are scoring below other subgroups in the district on state and local assessments. There is a need to close the achievement gap and offer intervention for struggling students. The closing of the achievement gap will take place by offering a broad course of study for all student subgroups (Special education, ELL populations and SES populations). Student performance: SBAC ELA: 36% At or Exceeding (15-16 estimate) SBAC Math: 21% At or Exceeding (15-16 estimate)

### Expected Annual Measureable Outcomes

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
SBAC-ELA	34.1%-2014-2015 Data	39%	43%	47%
SBAC-Math	19.6%-2014-2015 Data	25%	31%	37%
Reclassification Rate	4.9%-2013-2014 Data	8%	9%	10%
State Indicator-ELA	Yellow-Spring 2016	Green or better	Green or better	Green or better
State Indicator-Math	Yellow-Spring 2016	Green or better	Green or better	Green or better
State Indicator-EL Progress	Orange-Spring 2016	Yellow or better	Green or better	Green or better
CELDT/English Learner Progress	59.1%-2015-2015 Data	65%	67%	69%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Broad Course of Study-Access reviewed	All Students have appropriate access per district review of teacher and site schedules -100% 2016-17	100%	100%	100%
Programs/Services- Provided to Unduplicated Pupils	A review of available programs to ensure inclusion and access of Unduplicated Pupils done by District Spring 2017 demonstrates 100% of programs have students from these groups (when appropriate).	Demonstrate 100% programmatic inclusion (when appropriate)	Demonstrate 100% programmatic inclusion (when appropriate)	Demonstrate 100% programmatic inclusion (when appropriate)



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Programs/Services- Provided to Exceptional Needs Pupils	Reviews of available programs to ensure inclusion and access of Exceptional Needs Pupils done by District Spring 2017 shows 100% of District programs have students from these groups (when appropriate).	Demonstrate 100% programmatic inclusion (when appropriate)	Demonstrate 100% programmatic inclusion (when appropriate)	Demonstrate 100% programmatic inclusion (when appropriate)
Other Pupil Outcomes: Student participation in Digital Citizenship	Completion of the Nearpod Digital Citizenship lesson- 96%	98%	98%	98%

## 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)**

---



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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**

Unchanged

**2017-18 Actions/Services**

A broad course of study is provided for all students which includes implementation of state standards in all content areas and English Language Development. All students have access to appropriate materials. All students to include the following Student Groups:

- low income pupils
- English Learners
- Foster youth
- redesignated fluent English proficient

**2018-19 Actions/Services**

A broad course of study is provided for all students which includes implementation of state standards in all content areas and English Language Development. All students have access to appropriate materials. All students to include the following Student Groups:

- low income pupils
- English Learners
- Foster youth
- redesignated fluent English proficient

**2019-20 Actions/Services**

N/A

• all other subgroups

• all other subgroups

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$258,735	\$70,006	
<b>Source</b>	LCFF S/C	LCFF S/C	
<b>Budget Reference</b>	2.1a Sub Salaries 2.1b Curriculum 2.1c Other Contracted Services	2.1a Sub Salaries 2.1b Supplemental Curriculum 2.1c Other Contracted Services	

## 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

Unchanged

#### 2017-18 Actions/Services

#### 2018-19 Actions/Services

#### 2019-20 Actions/Services

N/A

In order to ensure the services provided in LCAP are done in a timely manner an indirect cost will be charged to the program to ensure that adequate staff is available to process payroll, requisitions and support for the items that are needed.

N/A

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	\$155,467	
Source	N/A	LCFF S/C	

Year	2017-18	2018-19	2019-20
Budget Reference	N/A`1	Indirect Cost Rate	

### 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	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Targeted support for at-risk groups and maintain graduation rates. Early intervention to assure student success K-8. Students from Unduplicated students will be targeted to provide optimal opportunities for students to improve their academic achievement.

Targeted support for at-risk groups and maintain graduation rates. Early intervention to assure student success K-8. Students from Unduplicated students will be targeted to provide optimal opportunities for students to improve their academic achievement.

N/A

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$501,149	\$781,288	
Source	LCFF S/C	LCFF S/C	
Budget Reference	2.2a District and Site Intervention Programs and Services 2.2b Library Resource & Guided Reading books	2.2a District and Site Intervention Programs and Services 2.2b Library Resource & Guided Reading books	

### 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**

**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

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Professional Development on strategies and best practices to support EL student growth.

Professional Development on strategies and best practices to support EL student growth.

N/A

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

-

\$23,500

**Source**

LCFF S/C

LCFF S/C

Year	2017-18	2018-19	2019-20
Budget Reference	Included in goal 2.2	English Learner Professional Development	

## Action #5

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

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

**OR**

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

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



Implementation of technology plan to ensure that students have access to tech support curriculum and instruction specifically that students from Unduplicated groups be supported to ensure access to core content.

Implementation of data and assessment tools and trainings. These tools will be used to implement the cycle of inquiry that coincides with the improvement science initiative that is currently being implemented and will be used to support instructional changes that will benefit students from unduplicated groups.

N/A

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$159,339	\$54,002	
Source	LCFF S/C	LCFF S/C	
Budget Reference	2.4a-1:World Computers 2.4b Travel & Conferences 2.4c Membership Dues 2.4d Other Contracted Services	2.4a Materials & Supplies 2.4b Travel & Conferences 2.4c Other Contracted Services	

### 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

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Retain Increase of instructional day minutes (15) to ensure all students, specifically unduplicated student groups, have additional learning opportunities to increase their academic achievement.

Retain Increase of instructional day minutes (15) to ensure all students, specifically unduplicated student groups, have additional learning opportunities to increase their academic achievement. Additionally add 2 days of professional development for all certificated staff to ensure they are well prepared to meet the need of students, specifically unduplicated student groups.

N/A

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$219,065	\$382,478	
<b>Source</b>	LCFF S/C	LCFF S/C	
<b>Budget Reference</b>	Maintain increases in instructional minutes for Certificated Staff	Certificated Salaries	

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

Unchanged

## Goal 3

BSD will provide professional development and training with continued support to prepare students to be college and world ready

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 1, 2, 3, 4, 5, 6, 7, 8

**Local Priorities:** Burton will provide professional development with continued support to ensure full implementation.

### Identified Need:

Professional development must be supported with coaching to implementation as part of our plan to support teachers and staff in the classroom. As we implement state standards, new curriculum, technology, and assessments, it is necessary to maintain certificated support staff for effective classroom instruction.

### Expected Annual Measureable Outcomes

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

CKH Training

All Staff-2016-2017

All Staff

All Staff

All Staff

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Staff Retention	80%- 2013-2014 Data	95%	95%	95%
English Learner Progress	Orange-Spring 2016	Yellow	Green	Green

## 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

**2017-18 Actions/Services**

Continue and maintain professional development for all teachers in instruction and state standards. Retain additional days for new teachers. Retain services from English Learner Group, to retain success with English Learners. These services increase the level of efficacy and knowledge of teaching staff which leads to greater support to students from our unduplicated student groups.

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

Modified

**2018-19 Actions/Services**

Continue and maintain professional development for all teachers in instruction and state standards. Retain additional days for new teachers. These services increase the level of efficacy and knowledge of teaching staff which leads to greater support to students from our unduplicated student groups.

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

Unchanged

**2019-20 Actions/Services**

N/A

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$76,639	\$310,538	
<b>Source</b>	LCFF S/C	LCFF S/C	



**2017-18 Actions/Services**

Parent training for greater articulation of school programs which may include: AERIES, state standards, and other district wide initiatives. This further supports the inclusion of parents from Unduplicated student groups by increasing knowledge and exposure to the school system/structure as well as district specific programs designed to support students.

**2018-19 Actions/Services**

Parent training for greater articulation of school programs which may include: AERIES, state standards, and other district wide initiatives. This further supports the inclusion of parents from Unduplicated student groups by increasing knowledge and exposure to the school system/structure as well as district specific programs designed to support students.

**2019-20 Actions/Services**

N/A

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$	\$9,000	
Source	LCFF S/C	LCFF S/C	
Budget Reference	Materials and Supplies	3.2a Materials and Supplies 3.2b Contracted 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

**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

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

All Stakeholders trained in Capturing Kids Hearts to create a learner-centered environment and improve the culture and climate amongst staff. Appreciation shown through CKH implementation and various other staff appreciation events.

All Stakeholders trained in Capturing Kids Hearts to create a learner-centered environment and improve the culture and climate amongst staff. Appreciation shown through CKH implementation and various other staff appreciation events.

N/A

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$66,472	\$64,000	
Source	LCFF S/C	LCFF S/C	
Budget Reference	3.3a Training Materials & Supplies 3.3b CKH Contracted Services	3.3a Training Materials & Supplies 3.3b CKH Contracted Services 3.3c Classified & Certificated Subs/Auxiliary	

## 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

Unchanged

### 2017-18 Actions/Services

Stipends for teacher support and training (i.e. teacher technology leaders, mentor teachers, etc..) which allows for overall better instruction to support our unduplicated student groups.

### 2018-19 Actions/Services

In order to address the focus of the differentiated assistance process the district is developing a Teacher Induction Program (TIPS). This program will provide new staff with the training and support needed to be successful as they move through their career. Additionally events that build district morales and show value to staff help to maintain staff and allows for overall better instruction to support our unduplicated student groups.

### 2019-20 Actions/Services

N/A

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	-	\$145,892	

<b>Source</b>	LCFF S/C	LCFF S/C	
<b>Budget Reference</b>	Included in Goal 1.1	3.4a Certificated Sub & Auxiliary time 3.4b Materials and Supplies 3.4c Travel and Conference 3.4d Other Contracted Services	

## Action #5

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

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

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Implementation of technology plan- Professional Development portion to ensure that teachers and support staff understand all available supports for all students with emphasis on supports that best work with students from our Unduplicated Student Groups.

Implementation of technology plan to ensure that teachers and support staff understand all available supports for all students with emphasis on supports that best work with students from our Unduplicated Student Groups.

N/A

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$23,850	\$56,519	
<b>Source</b>	LCFF S/C	LCFF S/C	
<b>Budget Reference</b>	3.5a Certificated Salaries 3.5b Materials & Supplies	3.5a Certificated Salaries 3.5b Materials & Supplies 3.5c Travel & Conference 3.5d Other Contracted services	

## Action #6

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

Unchanged

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

Unchanged

### 2017-18 Actions/Services

Maintain sub pay to ensure quality substitutes (also under goal 1). Pursue permanent subs. This action helps to ensure when teachers are out of the classroom due to training or other circumstances that

### 2018-19 Actions/Services

N/A

### 2019-20 Actions/Services

N/A

students from Unduplicated Student Groups have the best quality of instruction possible to continue furthering their academic achievement and social emotional wellbeing.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	-		
Source	LCFF S/C		
Budget Reference	Included in Goal 3.1		

# Demonstration of Increased or Improved Services for Unduplicated Pupils

## LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$2,624,516

Percentage to Increase or Improve Services

17.82%

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

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

The details of these expenditures are itemized in the Actions and Services part of this plan and include a contract with the English Language Group, an English Language Coordinator, professional development, technology upgrades and implementation to better serve our targeted student population. Since our unduplicated student population count is 67.70%, and our charter schools develop their own LCAP, all of these actions and services are being performed on a district-wide basis. All actions and expenditures of Supplemental and Concentration funds were taken with the needs of our unduplicated population in mind based on careful analysis of data and input from our stakeholders. Given that the charter has a significant number of our student population is in the unduplicated category the most efficient delivery of services is a district-wide implementation. Through the collective stakeholder conversations, comparative data analysis uncovered an unusually high number of inexperienced teachers in an intern capacity. The district's budget analysis reflects a decrease in expenditures for personnel from 92% in 2013-14 to 84% of the 2014-15 budget. This drop is attributed to teacher salaries for inexperienced teachers as opposed to high salaries for veteran teachers. Through further investigation over the past three years, an alarming number of teachers left the district for higher paying jobs with a neighboring district attracted by their larger salary schedule as evidenced



by the need to hire nearly 20% of the teaching staff for the 2014-15 school year. With an increase in funding that took place in 2015-16, districts are hiring additional teachers for class size reduction, instructional coaches, other support staff and administration thus increasing the number of teachers leaving the district for higher paying jobs. Supplemental and concentration grants are provided to support fragile learners in specific subgroups. Research provides evidence that effective initial instruction is the highest correlation for improving student achievement. Through good faith bargaining, it is the district's intent to increase the number of professional development offerings for instructional staff. With little money for teacher raises over the past ten years, competition for talented teachers is skyrocketing and the district with the most financial gain wins the battle. Burton's LCAP stakeholders believe that competing salary schedules will better serve all subgroups in the district. Burton's bargaining units were successful in salary schedule increases in 15-16 to be more competitive with neighboring districts. However, salary increases will need to be maintained and/or increased to remain competitive and increase staff retention. With an ongoing additional fifteen minutes of instruction added to the instructional day last year to support the use of supplemental and concentration grants, stakeholders believe teachers demonstrate a level of commitment to all students. The district's LCAP reflects many additional supports specifically for identified subgroups.

#### The End

Using the calculation tool provided by the state, Burton District has calculated that it will receive \$5,288,211 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). In addition using the same calculation tool the proportionality percentage has been calculated at 17.82%. Burton has demonstrated the district is meeting its minimum proportionality requirement by expenditure of the total 2017-18 supplemental and concentration grant funding for qualifying purposes. To improve instruction for English Learners, teachers and administrators participate in professional development and coaching is provided by the English Learner Group. These services provide educators with research-based strategies to increase student achievement of our English Learners. Additionally, an English Language Development Coordinator provides assistance and resources to site administrators and teachers to enhance the site English Language Development services. Particular emphasis is placed on identifying other designated and integrated services for English Learners. Both SES and EL subgroups benefit from the continuation of Capturing Kids Hearts (CKH). Through CKH adults work to develop caring relationships with every child. These relationships serve to support early identification and resources for family issues, medical issues and academic concerns. Additionally a school counselor was added to support both subgroups at the middle school with these same concerns. Both subgroups benefit from additional technology and intervention programs as supplemental to classroom instruction (ST Math, Lexia, etc.). Professional development (ELD, Kagan, Fetzner, Number Talks, WMP/WMV, etc.) continues to prepare teachers with research based strategies to improve student achievement. Both SES and EL subgroups receive support through supplemental programs in addition to classroom instruction. An intervention specialist was hired to work with site administration to support intervention for struggling students. The design of the intervention is site specific based on student need and include a progress monitoring component. These services may be in the form of a pullout service during the instructional day or supplemental services after school.

## LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$3,382,498

Percentage to Increase or Improve Services

19.9%

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

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

The details of these expenditures are itemized in the Actions and Services part of this plan and include a contract with the English Language Group, an English Language Coordinator, professional development, technology upgrades and implementation to better serve our targeted student population. Since our unduplicated student population count is 68.4%, and our charter schools develop their own LCAP, all of these actions and services are being performed on a district-wide basis. All actions and expenditures of Supplemental and Concentration funds were taken with the needs of our unduplicated population in mind based on careful analysis of data and input from our stakeholders. Given that the district has a significant portion of our student population in the unduplicated category the most efficient delivery of services is a district-wide implementation. Through the collective stakeholder conversations, comparative data analysis and participation in the differentiated assistance process the district uncovered an unusually high number of inexperienced teachers and/or in an intern capacity. As a result of this information the district has put in new actions and changed others to ensure that all teachers are supported. As first instruction is the best way to ensure student learning the district believes that by implementing these items we will improve the instruction our unduplicated student groups receive on a daily basis. Additionally the district continues to provide services that improve the quality of the schooling experience for these students. To improve instruction for English Learners, teachers and administrators participate in professional development and coaching is provided by the Kate Kinsella. These services provide educators with research-based strategies to increase student achievement of our English Learners. Additionally, an English Language Development Coordinator provides assistance and resources to site administrators and teachers to enhance the site English Language Development services. Particular emphasis is placed on identifying other designated and integrated services for English Learners. Both SES and EL subgroups benefit from the continuation of Capturing Kids Hearts (CKH). Through CKH adults work to develop caring relationships with every child. These relationships serve to support early identification and resources for family issues, medical issues and academic concerns. Additionally a school counselor was added to support both subgroups at the

middle school with these same concerns. Both subgroups benefit from additional technology and intervention programs as supplemental to classroom instruction (ST Math, Lexia, etc.). Professional development (ELD, Kagan, Fetzner, Number Talks, WMP/WMV, etc.) continues to prepare teachers with research based strategies to improve student achievement. Both SES and EL subgroups receive support through supplemental programs in addition to classroom instruction. An intervention specialist was hired to work with site administration to support intervention for struggling students. The design of the intervention is site specific based on student need and include a progress monitoring component. These services may be in the form of a pullout service during the instructional day or supplemental services after school.