

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Di Giorgio Elementary

CDS Code: 15634200000000

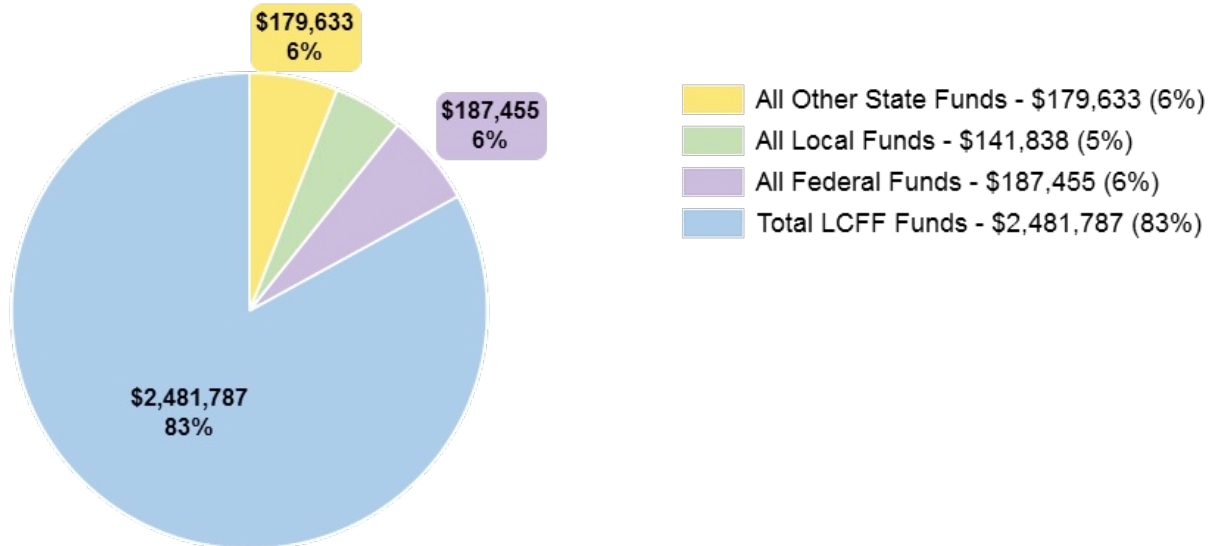
Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA Contact Information: Terry Hallum | thallum@digiorgio.k12.ca.us | 661-854-2604

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).

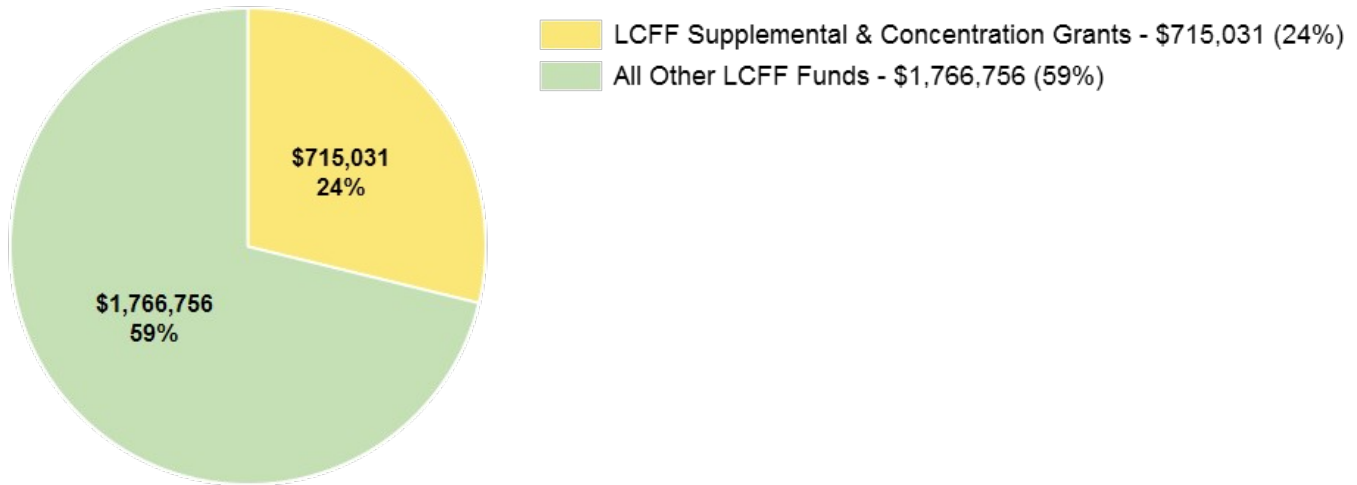
## Budget Overview for the 2019-20 LCAP Year

### Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$179,633	6%
All Local Funds	\$141,838	5%
All Federal Funds	\$187,455	6%
Total LCFF Funds	\$2,481,787	83%

## Breakdown of Total LCFF Funds



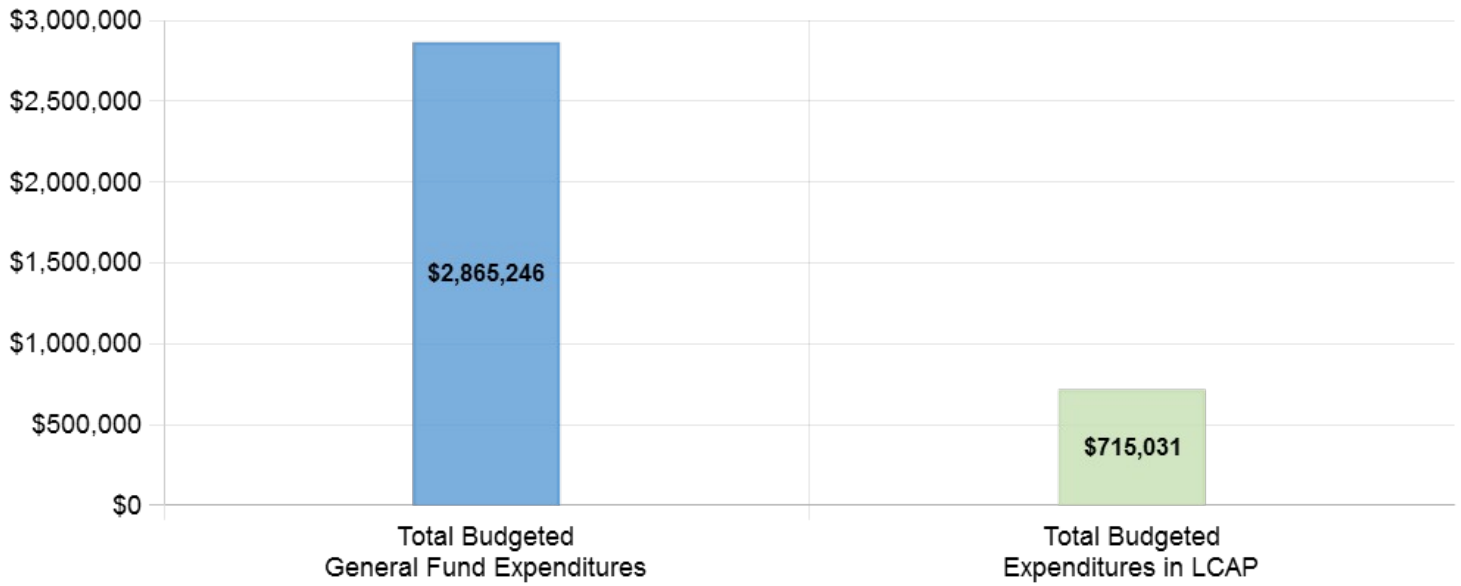
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$715,031	24%
All Other LCFF Funds	\$1,766,756	59%

*These charts show the total general purpose revenue Di Giorgio Elementary expects to receive in the coming year from all sources.*

The total revenue projected for Di Giorgio Elementary is \$2,990,713, of which \$2,481,787 is Local Control Funding Formula (LCFF), \$179,633 is other state funds, \$141,838 is local funds, and \$187,455 is federal funds. Of the \$2,481,787 in LCFF Funds, \$715,031 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	\$2,865,246
Total Budgeted Expenditures in LCAP	\$715,031

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

Di Giorgio Elementary plans to spend \$2,865,246 for the 2019-20 school year. Of that amount, \$715,031 is tied to actions/services in the LCAP and \$2,150,215 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

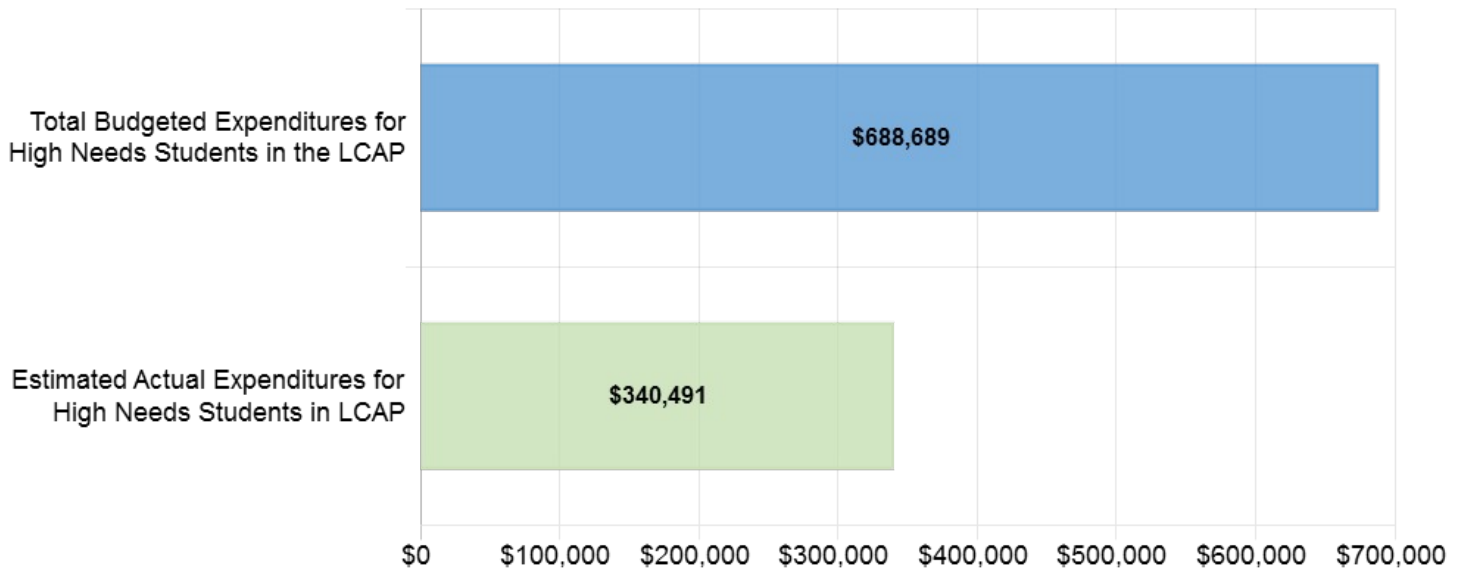
Funds not included in the LCAP are spent on Certificated/Classified salaries and benefits; Operating expenses; and Capital outlay.

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

In 2019-20, Di Giorgio Elementary is projecting it will receive \$715,031 based on the enrollment of foster youth, English learner, and low-income students. Di Giorgio 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 Di Giorgio Elementary plans to spend \$715,031 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	\$688,689
Estimated Actual Expenditures for High Needs Students in LCAP	\$340,491

*This chart compares what Di Giorgio Elementary budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Di Giorgio 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, Di Giorgio Elementary's LCAP budgeted \$688,689 for planned actions to increase or improve services for high needs students. Di Giorgio Elementary estimates that it will actually spend \$340,491 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of \$348,198 had the following impact on Di Giorgio Elementary's ability to increase or improve services for high needs students:

In 2018-19, Di Giorgio Elementary's LCAP budgeted \$688,689 for planned actions to increase or improve services for high need students. Di Giorgio Elementary estimates that it will actually spend \$340,491 for actions to increase or improve services for high need 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

Di Giorgio Elementary

## Contact Name and Title

Terry Hallum

Superintendent

## Email and Phone

thallum@digiorgio.k12.ca.us

661-854-2604

## 2017-20 Plan Summary

### The Story

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

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

During the 2018-19 school year, 224 students were enrolled as of October 1, 2018; 97% of our students are Hispanic, 46% qualified for English Learner support, 7% receive special education services, and 100% of our students were able to enjoy a free breakfast and lunch each day through our participation in the Community Eligibility Provision program. All staff members support the school's mission to provide a challenging curriculum in a safe, nurturing environment where academic, social, and personal needs are met. Staff members strive to provide each student the opportunity to develop intellectually, emotionally, physically and socially in a safe and orderly environment.

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

The campus environment embraces a college bound atmosphere which is demonstrated in the classrooms with the display of many college banners. Students are invited to attend field trips to local colleges and universities and explore the many options available to them in the future. During the 2018-19 school year, our seventh and eighth grade students visited Bakersfield College and California State University Fresno.

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

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

91% of the certificated staff members at Di Giorgio in the 2018-19 school year were fully credentialed teachers. We had one teacher employed under a STSP authorization. We have one teacher for each of our Kindergarten through eighth grades and one special education/intervention teacher who works with students in all grades. Di Giorgio hired a part time English Language Learner coordinator in 2015-16 and the coordinator became a full time EL Coordinator in 2017-18.

## LCAP Highlights

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

Di Giorgio has three LCAP goals for the 2019-20 school year. These goals are:

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

Di Giorgio has purchased CCSS aligned Language Arts, Mathematics and Social Studies curricula for all grades over the past three years and the certificated staff received training from the publishers prior to the beginning of the school year and again approximately half way through the school year to help with a successful transition. For the 2019-20 school year, we will continue to seek out professional development opportunities that will enable our staff to fully utilize all the new features of the new curricula. We are purchasing a CCSS aligned Science curriculum for the 2019-20 school year and will look to also provide professional development to our staff to assist them with this transition.

Di Giorgio purchased Chromebooks for all of our third through eighth grade students over the past two years and will continue to use LCFF funds to ensure our Chromebooks are continually upgraded and replaced when necessary. Our new Math and Language arts curricula both have digital components and we were able to utilize this component much more effectively with the Chromebooks. In the 2018-19

school year, we were also able to complete our SBAC testing in a much more timely manner than we did in the years before implementing chrome books. Our students are more comfortable with their Chromebooks because they use them daily in the classroom with their supplemental online programs and we believe this helps to lessen the stress that some students feel when testing. In the coming school year, we will look to find Chromebook training opportunities for our teachers to help them manage more efficiently how the Chromebooks are used in the classroom.

Di Giorgio will again send all of our sixth grade students to Camp KEEP for five days in October 2019. We feel this is a very important trip for our students for a number of reasons. The students are able to learn about science and the environment from excellent expert instructors in a hands on manner. Also, many of our students have very few chances to travel outside of their immediate neighborhoods due to family monetary constraints and trips such as these open up a new world for them.

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

Di Giorgio Elementary used LCFF funds to begin the process of implementing a new School Wide Positive Behavior Intervention and Supports (PBIS) system. We have seen steady improvement in our students' behaviors during the school year, but we recognize that implementing this new system will take years. It is our hope that teachers will spend less time dealing with problem behaviors from students and more time on instruction. A team of teachers, classified staff and a administrator attended PBIS professional development and visited other schools that have been using School Wide PBIS for a number of years. We will continue monthly PBIS staff and team meeting to assess the progress of the SWPBIS implementation and to address ongoing needs. We will continue to look for professional development opportunities in the PBIS area to assist with the transition. In the 2018-19 school year, we partnered with a similar single school school district and obtained a grant to help us implement a Multi Tiered System of Support, MTSS, to look at improving our Math instruction. We organized a a team which included teachers, administrator, paraprofessionals and a consultant. The team came up with a problem of practice and will be using LCAP funds to bring in the appropriate professional development consultant to help improve our instruction.

Di Giorgio seventh and eighth grade students were able to visit two colleges, CSU Fresno and Bakersfield College, in 2018-19. Di Giorgio has a very small percentage of students with college graduate parents. We hope that visiting colleges will get our students to believe that college is a real possibility as a future goal. We plan on visiting at least two more colleges during the 2019-20 school year.

Di Giorgio continued a tutoring program on campus after school that is staffed by current credentialed teachers. Instead of sending students to privates tutoring companies as we did in the past, we feel our students will be better served by credentialed teachers here at school who are already familiar with our students and their specific needs. We are hoping to expand this program to include more students during the 2019-20 school year to target English Learners and students needing intervention.

# Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the 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

According to the California School Dashboard, the Suspension Rate for all students decreased (-3.3%); for English Learners decreased (-0.7%); for Socioeconomically Disadvantaged students decreased (-2.9%) and for Hispanics decreased (-2.6%). Di Giorgio School continued implementation of a new school wide Positive Behavior Interventions and Supports in the 2018-19 school year, which is supported by Goal 3, action step 1, and we expect to continue to see positive results in our suspension rate and chronic absence rate.

According to the California School Dashboard, our ELA scores for all students increased 9.1 points; increased 12.3 points for EL students; increased 7.6 points for Hispanic students; increased 9 points for Socioeconomically Disadvantaged students.

According to the California School Dashboard, our Math scores for all students increased 3.6 points; increased 11.1 points for students with disabilities; increased 1.2 points for Hispanic students; increased 5 points for EL students; increased 4.6 points for Socioeconomically Disadvantaged students.

According to the California School Dashboard, our chronic absenteeism rate for all students declined 0.7%; declined 0.5% for Hispanic students; declined 0.8% for socioeconomically disadvantaged students.

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

Our chronic absenteeism rate for English Learners was 11.8%, an increase of 0.9%, which placed it in the orange performance category. The chronic absenteeism rate declined for all students, Hispanic students and socioeconomically disadvantaged students. We will continue our efforts to decrease the chronic absenteeism rate for all students by reaching out to parents of chronically absent students to see how we can help the get their children to school more consistently. We will have parent training meetings during the year to connect with our parents and address any of their concerns. We will continue to attend workshops and professional development opportunities designed to improve



attendance.

Although progress was made in both ELA and Mathematics, our scores in both areas continue to be low. We will continue to provide professional development in both areas for our certificated and paraprofessional staff members. We will make tutoring services available in our After School program for those students in need of academic intervention. We will continue to offer after school tutoring services to all of our students, with an emphasis on servicing EL students during that time as well as others in need of intervention.

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

## Performance Gaps

There are no student groups two or more performance levels below the "all student" performance level.

## 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.

There are no schools within the LEA that have been 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.

There are no schools within the LEA that have been 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.

There are no schools within the LEA that have been 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

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

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

State Priorities: 1, 2, 4

Local Priorities: NA

## Annual Measurable Outcomes

### Expected

#### Priority 1

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

### Actual

#### Priority 1

100% of facilities are well maintained as measured by FIT Report  
90% of teachers in the school District are fully credentialed and 100% are appropriately assigned for the pupils they are teaching.  
Students have access to standards aligned instructional materials 100% of the school day.

**Expected**

## Priority 2

Maintain level of implementation of CCSS as substantial as based on CDE's APS criteria.

EL's have access to CCSS aligned and ELD standards instructional materials 100% of the school day

## Priority 4

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

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

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

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

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

API – NA

College Required course completion – NA

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

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

**Actual**

## Priority 2

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

## Priority 4

## 1. Statewide Assessments

- CAASPP ELA/Literacy overall percentage of pupils who met or exceeded standards was 25.0% for 2017-18, an decrease of 0.7%.
- CAASPP Mathematics overall percentage of pupils who meet or exceed standards was 14.1% for 2017-18, an increase of 0.6%.
- CAASPP Science overall percentage of 5th Grade pupils who are proficient or advanced was 28% for the 2015-16 school year. CAASPP Science overall percentage of 8th Grade pupils who are proficient or advanced was 43% for the 2015-16 school year.

## 2. API – NA

## 3. College Required course completion – NA

## 4. EL Progress - 26% of EL students scored at Level 4 Well developed

**Expected**

**Actual**

on the ELPAC, 50% at Level 3 Moderately developed; 19% at Level 2 Somewhat developed; and 5% at Level 1 Beginning stage.  
 5. EL Reclassification Rate - 30% in 2018-19  
 6. Pupils passing advanced placement or participated in college preparedness courses – NA  
 7. The percentage of pupils who participate in and demonstrate college preparedness pursuant to the EAP or any subsequent assessment of college preparedness – NA

**Actions/Services**

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

**Action 1**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

Supplemental materials were purchased during the 2018-19 school year for all students including English language learners, low income, any future foster youth/homeless, and special education students.

\$16584  
 Supplemental/Concentration Books and Supplies

\$14,187.13  
 Supplemental/Concentration Books and Supplies

**Action 2**

**Planned Actions/Services**

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

**Actual Actions/Services**

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

**Budgeted Expenditures**

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

**Estimated Actual Expenditures**

1. \$1350  
 2. \$865.63  
 3. \$253.60  
 Supplemental/Concentration  
 Supplemental/Concentration  
 Supplemental/Concentration  
 Certificated Personnel Salaries  
 Services and Other Operating  
 Expenditures  
 Employee Benefits

**Action 3**

**Planned Actions/Services**

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

**Actual Actions/Services**

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

**Budgeted Expenditures**

\$7600  
 Supplemental/Concentration  
 Services and Other Operating  
 Expenditures

**Estimated Actual Expenditures**

\$4963.90  
 Supplemental/Concentration  
 Services and Other Operating  
 Expenditures

**Action 4**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

Service was not available in  
2017-18

No additional cost

None

### Action 5

#### Planned Actions/Services

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

#### Actual Actions/Services

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

#### Budgeted Expenditures

\$3000  
\$580  
\$1000  
Supplemental/Concentration  
Supplemental/Concentration  
Supplemental/Concentration  
Certificated Personnel Salaries  
Employee Benefits  
Books and Supplies

#### Estimated Actual Expenditures

\$0  
\$0  
\$0  
Supplemental/Concentration  
Supplemental/Concentration  
Supplemental/Concentration  
Certificated Personnel Salaries  
Employee Benefits  
Books and Supplies

### Action 6

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

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

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

\$5000  
Supplemental/Concentration  
Books and Supplies

\$2500.00  
Supplemental/Concentration  
Books and Supplies

**Action 7**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

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

\$65000  
 \$5000  
 \$18000  
 \$5000  
 Supplemental/Concentration  
 Supplemental/Concentration  
 Supplemental/Concentration  
 Supplemental/Concentration  
 Capital Outlay  
 Services and Other Operating  
 Expenditures  
 Services and Other Operating  
 Expenditures  
 Books and Supplies

\$713.85  
 \$0  
 \$11,431.19  
 \$0  
 Supplemental/Concentration  
 Supplemental/Concentration  
 Supplemental/Concentration  
 Supplemental/Concentration  
 Capital Outlay  
 Services and Other Operating  
 Expenditures  
 Services and Other Operating  
 Expenditures  
 Books and Supplies

**Action 8**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**



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

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

\$11500  
 \$2882  
 Supplemental/Concentration  
 Supplemental/Concentration  
 Classified Personnel Salaries  
 Employee Benefits

\$10,000  
 \$2600.00  
 Supplemental/Concentration  
 Supplemental/Concentration  
 Classified Personnel Salaries  
 Employee Benefits

**Action 9**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

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

No additional cost

None

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

## Analysis

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

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

The District purchased supplemental curriculum to fill in any gaps not covered by the regular curriculum. Staff members participated in professional development workshops designed to help them fully utilize all aspects of our current curriculum and improve their teaching skills. The District purchased STEM planners for our 6th - 8th grade students for the 2018-19 school year. The District will continue to seek out STEM professional development opportunities for the 2019-20 school year. The District purchased STEM related non-fiction books for our library. The District has contracted with a Certificated Librarian to help us implement our library plan to improve our Library. The District is in the process of replacing outdated technology equipment and will continue to do so as funds permit. The District purchased Chromebooks for our third through eighth grade classrooms over the past two years and will continue to purchase replacements as needed. We feel this will give our students greater access to valuable and useful information. The students have become more comfortable and proficient using computers which will be beneficial when taking computer adaptive tests such as the SBAC test. The District provided professional development for the certificated staff to help them incorporate the interactive displays into their lessons. The students have more access to the library and will be able to check out more books when needed. The District will continue to fully implement the Common Core Standards.

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

We have not yet received results from the 2019 SBAC test, but we hope to see the number of students who achieve either meeting or exceeding the standard increase. In 2018, on average our students scored 50.3 points below standard in ELA which was a decrease from 59.4 points below standard in 2017. In mathematics in 2018, on average our students scored 91 points below standard in ELA which was a decrease from 94.6 points below standard in 2017. Providing professional development on using our new ELA and Math curricula has improved our teaching practices. Our students have very few opportunities for visiting new places and being able to send students to Camp KEEP provides opportunities for them to acquire academic language not normally afforded them in their current communities.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no SBE approved Science or History curricula available for the 2018-19 school year, so the District purchased supplemental materials for these subject areas to improve student outcomes. We were able to attend some professional development workshops for little or no cost that allowed us to spend less in action step 2. We are able to obtain a grant to implement Multi-Tiered System of Supports (MTSS) and used these meetings in place of Grade span meetings which allowed us to not spend any money on step 5. For action step 7, we replaced fewer outdated computers and chrome books than we anticipated.

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

Goal 1 remains unchanged. . All action steps remain unchanged. In 2018, overall in ELA, 38.5% of our students scored in the standard not met level, 36.5% in the standard nearly met, 18.9% in the standard met, and 6.1% in the standard exceeded level. In mathematics, 59.1% scored in the standard not met level, 26.9% in the standard nearly met, 8.7% in the standard met and 5.4% in the standard exceeded level

# Goal 2

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

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

**State Priorities:** 3, 4, 5, 7

**Local Priorities:** NA

# Annual Measurable Outcomes

## Expected

### Priority 3

Maintain 100% of parents will receive paper communications in their English and Spanish language  
Maintain 100% of parents of unduplicated and exceptional needs students will be invited to attend regularly scheduled meetings for District English Language Advisory Committee, School Site Council, and Parent Teacher Friends using various methods of communication such as phone calls and flyers.

### Priority 4

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

## Actual

### Priority 3:

1. 100% of parents received paper communications in their English and Spanish language. Parents and community stakeholders were represented on the District English Language Advisory Council.
2. 100% of parents of unduplicated and exceptional needs students were invited to attend regularly scheduled meetings for District English Language Advisory Committee, School Site Council, and Parent Teacher Friends. Parent officers were at each meeting. Approximately 70% of families attended Back to School Night in the fall.

**Expected**

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

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

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

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

High School dropout rate NA

High School Graduation Rate NA

Priority 5

The percentage of chronically absent students will decrease by 1%

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

Maintain middle school dropout rate of 0%

Priority 7

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

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

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

**Actual**

3. Parent conferences were held two times during the school year for parents to meet with teachers to discuss their children's academic progress.

4. Parents of EL students were contacted to provide information on progress towards reclassification.

5. Parents of unduplicated pupils and community members were invited to attend various school committee meetings using various methods of communication such as phone calls, flyers, and internet.

6. Parents of students with exceptional needs were invited to attend yearly meetings to discuss the instructional plan provided for their child. Parents may request a meeting at any time to discuss any concerns they may have about their children.

Priority 4:

1. Statewide Assessments

- CAASPP ELA/Literacy overall percentage of pupils who met or exceeded standards was 25.0% for 2017-18, an decrease of 0.7%.

- CAASPP Mathematics overall percentage of pupils who meet or exceed standards was 14.1% for 2017-18, an increase of 0.6%.

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

2. API – NA

3. College Required course completion – NA

4. EL Progress - 26% of EL students scored at Level 4 Well developed

## Expected

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## Actual

on the ELPAC, 50% at Level 3 Moderately developed; 19% at Level 2 Somewhat developed; and 5% at Level 1 Beginning stage in 2018-19.

5. EL Reclassification Rate - 30% in 2018-19

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

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

### Priority 5

1. The District attendance rate was 94.9% in 2018-19.

2. The percentage of chronically absent students was 13.5% in 2108-19.

3. The Middle School dropout rate continued to be 0%

4. High School dropout rate – NA

5. High School graduation rate – NA

### Priority 7

1. 100% of unduplicated students have access to a broad course of study in all subject areas as stated in Sections 51210 and 51220(a) to (i).

2. 100% of students with exceptional needs students had access and received special education programs and services.

3. 100% of students will have a minimum of 200 minutes every two weeks of Physical Education.

**Expected**

**Actual**

4. Programs and services were developed and provided to 100% of unduplicated pupils.

**Actions/Services**

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

**Action 1**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

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

\$52000  
 \$20000  
 Supplemental/Concentration  
 Supplemental/Concentration  
 Certificated Personnel Salaries  
 Employee Benefits

\$50,000.00  
 \$19,000.00  
 Supplemental/Concentration  
 Supplemental/Concentration  
 Certificated Personnel Salaries  
 Employee Benefits

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

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

\$44000  
\$15000  
Supplemental/Concentration  
Supplemental/Concentration  
Certificated Personnel Salaries  
Employee Benefits

\$43,000.00  
\$14,000.00  
Supplemental/Concentration  
Supplemental/Concentration  
Certificated Personnel Salaries  
Employee Benefits

### Action 3

#### Planned Actions/Services

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

#### Actual Actions/Services

Teachers and EL Coordinator attended various ELD workshops throughout the school year. There were no costs associated with these workshops.

#### Budgeted Expenditures

\$3000  
Supplemental/Concentration  
Services and Other Operating  
Expenditures

#### Estimated Actual Expenditures

\$0  
Supplemental/Concentration  
Services and Other Operating  
Expenditures

### Action 4

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures



Continue annual ELPAC Training of Trainers.

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

\$0

169.37  
Supplemental/Concentration Services and Other Operating Expenditures

## Action 5

### Planned Actions/Services

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

### Actual Actions/Services

EL Coordinator/Teacher worked additional hours and testing was completed within the first two weeks of the school year. The costs associated for these services were paid for through federal grant funds.

### Budgeted Expenditures

\$1500  
\$300  
Supplemental/Concentration  
Supplemental/Concentration  
Certificated Personnel Salaries  
Employee Benefits

### Estimated Actual Expenditures

\$0  
\$0  
Supplemental/Concentration  
Supplemental/Concentration  
Certificated Personnel Salaries  
Employee Benefits

## Action 6

### Planned Actions/Services

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

### Actual Actions/Services

Subscription to LEXIA Core 5 was purchased.

### Budgeted Expenditures

\$6600  
Supplemental/Concentration  
Books and Supplies

### Estimated Actual Expenditures

\$4508.06  
Supplemental/Concentration  
Books and Supplies

## Action 7

**Planned Actions/Services**

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

**Actual Actions/Services**

EL Coordinator is planning on implementing Parent training meetings in the 2019-20 school year.

**Budgeted Expenditures**

\$6000  
Supplemental/Concentration  
Books and Supplies

**Estimated Actual Expenditures**

\$0  
Supplemental/Concentration  
Books and Supplies

**Action 8**

**Planned Actions/Services**

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

**Actual Actions/Services**

Special Education/Resource Specialist assisted in coordinating and administering ELPAC testing and assisted in the reclassification process to support ELD. There were no costs associated with these services

**Budgeted Expenditures**

\$2000  
\$381  
Supplemental/Concentration  
Supplemental/Concentration  
Certificated Salaries  
Employee Benefits

**Estimated Actual Expenditures**

\$0  
\$0  
Supplemental/Concentration  
Supplemental/Concentration  
Certificated Salaries  
Employee Benefits

**Action 9**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Maintain current paraprofessional support for ELD Program.

Current paraprofessional supported ELD program increased 3 hours per day

\$15400  
 \$12491  
 Supplemental/Concentration  
 Supplemental/Concentration  
 Classified Personnel Salaries  
 Employee Benefits

\$27,444.44  
 \$15,079.13  
 Supplemental/Concentration  
 Supplemental/Concentration  
 Classified Personnel Salaries  
 Employee Benefits

**Action 10**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

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

\$25000  
 \$12668  
 Supplemental/Concentration  
 Supplemental/Concentration  
 Certificated Personnel Salaries  
 Employee Benefits

\$28,461.36  
 \$12,945.74  
 Supplemental/Concentration  
 Supplemental/Concentration  
 Certificated Personnel Salaries  
 Employee Benefits

**Action 11**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

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

No Cost

No Cost

## Action 12

### Planned Actions/Services

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

### Actual Actions/Services

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

### Budgeted Expenditures

No Cost

### Estimated Actual Expenditures

No Cost

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

## Analysis

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

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

Goal 2:

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

LCFF funds allow us to continue providing one teacher per grade level for our students. We would have one or two combination classes without the use of LCFF funds. All but one of our teachers were fully credentialed and all use various strategies such as SDAIE to help our EL population advance toward reclassification. Our teachers and EL Coordinator were able to attend ELD workshops designed to improve teaching practices. We increased the number of hours our EL Coordinator is working which increased the time spent working with both students and staff. The web-based supplemental ELD program combined with the purchase of Chromebooks allows our students to spend more time improving fluency. We were able to increase the hours our paraprofessionals spend working with small groups of EL students. Action Step 4 was discontinued, but according to the CDE, this change could not be made in the e-Template. Action Step 5 should read, "Staff will start earlier than normal for annual ELPAC testing of all TK and Kindergarten students that will be scheduled before the first day of instruction to insure that students will not miss any instruction time", but according to the CDE, this change could not be made in the e-Template.

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

All EL students have a teacher who has been trained to use various strategies to help advance EL students towards reclassification. Our EL Coordinator is able to work with teachers to check the progress of each EL student and adjust teaching practices to improve student achievement. Our Special Education/Resource Specialist is able to work with our EL coordinator to support ELD instruction. The District's EL reclassification rate was 17.5% in the 2017-18 school year, which was above both the State and County average. In the 2018-19 school year, the EL reclassification rate was 30% 83.6% of EL's made progress towards proficiency in 2017-18.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For action step 7, there were no parent training meetings held in the 2018-19 school year. We are planning on having these parent trainings during the 2019-20 school year. For Action Step 6, the cost of the online subscription was less than anticipated. For Action Step 9, We needed to hire one more paraprofessional than we anticipated to accommodate two new special education students who required one on one attention.

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.

There are no changes to the Goal, expected outcomes, metrics or actions and services.

# Goal 3

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

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

**State Priorities:** 6, 8

**Local Priorities:** NA

## Annual Measurable Outcomes

### Expected

Priority 6  
Maintain suspension rate below 4.5%  
Maintain 0% expulsion rate  
Maintain at least 95% of students reporting feeling “safe” and “supported by adults” at school as measured by the California Healthy Kids Survey in grades 5-8.

Priority 8  
Student outcomes in the subject areas described in Sections 51210 and 51220 as applicable.

5th Grade HFZ:

### Actual

Priority 6

1. Suspension rate of 1.6% which is below 4.5%
2. Maintained 0% expulsion rate.
3. 78% of students district-wide reported feeling "safe" and "supported by adults" at school as measured by the California Health Kids Survey in grades 5-8.

Priority 8

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

**Expected**

Aerobic Capacity  
Increase 3%

Body Composition  
Increase 3%

Flexibility  
Increase 3%

7th Grade HFZ:

Aerobic Capacity  
Increase 3%

Body Composition  
Increase 3%

Flexibility  
Increase 3%

**Actual**

5th Grade HFZ:

Aerobic Capacity increased to 63.2%  
Body Composition decreased to 47.4%  
Flexibility increased to 57.9%

7th Grade HFZ:

Aerobic Capacity decreased to 52.2%  
Body Composition decreased to 47.8%  
Flexibility remained 78.3%

**Actions/Services**

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

**Action 1**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**



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

Professional Development was provided during the 2018-19 school year on SWPBIS and with input from staff, System continued to include daily recognition of community values.

\$17000  
Supplemental/Concentration  
Books and Supplies

\$12,504.30  
Supplemental/Concentration  
Books and Supplies

## Action 2

### Planned Actions/Services

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

### Actual Actions/Services

Instruction on college and career readiness opportunities were provided by high school counselors in the spring of 2018. College tours were taken during the school year.

### Budgeted Expenditures

\$2500  
\$3600  
\$1047  
Supplemental/Concentration  
Supplemental/Concentration  
Supplemental/Concentration  
Books and Supplies  
Classified Personnel Salaries  
Employee Benefits

### Estimated Actual Expenditures

\$752.78  
\$0  
\$0  
Supplemental/Concentration  
Supplemental/Concentration  
Supplemental/Concentration  
Books and Supplies  
Classified Personnel Salaries  
Employee Benefits

## Action 3

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures

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

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

No Cost

No cost

**Action 4**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

School wellness plans and policies were reviewed and plans for improving chronic absence and tardy rates. Nutrition services were maintained. The cost of meals obtained through the Kern County Superintendent of Schools was less than we anticipated and the amount of reimbursement from the state was greater than we anticipated. Due to these circumstances, there were no costs associated with this action step.

\$40000  
Supplemental/Concentration  
Other Outgo

\$0  
Supplemental/Concentration  
Other Outgo

**Action 5**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

EL Coordinator was trained in previous years and is planning on implementing Parent training meetings for parents of economically disadvantaged, ELL, foster and homeless youth, individuals with exceptional needs, as well as all other stakeholders who are interested. in the 2019-20 school year

\$1000  
 \$590  
 \$263  
 Supplemental/Concentration  
 Supplemental/Concentration  
 Supplemental/Concentration  
 Certificated Personnel Salaries  
 Books and Supplies  
 Employee Benefits

\$0  
 \$0  
 \$0  
 Supplemental/Concentration  
 Supplemental/Concentration  
 Supplemental/Concentration  
 Certificated Personnel Salaries  
 Books and Supplies  
 Employee Benefits

**Action 6**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

Continued support for language development

No Cost

No Cost

**Action 7**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

Comply with education codes facilities, and increase the level of school connectedness and safety. School facilities were updated and maintained to enhance student safety. The basketball courts and parking lot were resurfaced. The school was painted.

\$105,359.00  
 \$64,318.00  
 Supplemental/Concentration  
 Supplemental/Concentration  
 Services and Other Operating  
 Expenditures  
 Capital Outlay

\$4,005.72  
 \$55,175.00  
 Supplemental/Concentration  
 Supplemental/Concentration  
 Services and Other Operating  
 Expenditures  
 Capital Outlay

**Action 8**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

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

\$20000  
\$3840  
Supplemental/Concentration  
Supplemental/Concentration  
Certificated Personnel Salaries  
Employee Benefits

\$3850.00  
\$729.31  
Supplemental/Concentration  
Supplemental/Concentration  
Certificated Personnel Salaries  
Employee Benefits

**Action 9**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

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

\$40106  
Supplemental/Concentration  
Services and Other Operating  
Expenditures

\$0  
Supplemental/Concentration  
Services and Other Operating  
Expenditures

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

## Analysis

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

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

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

A team of staff members, including certificated, classified and administrative members, attended School Wide PBIS training. Staff continued to implement School Wide PBIS plan which is helping the District establish a more conducive learning environment. The basketball courts and parking lots were resurfaced making them safer for our students and parents. The school was painted which we believe will encourage our students to have pride in their school and will give them a better learning environment. Our seventh and eighth grade students visited two college campuses which we believe will encourage them to start thinking about college as a real possibility. Contact was made either by phone or in person to parents of chronically truant or chronically absent students to determine the reasons for the continued tardies and absences and to see if the District is able to help the families get their children to school in a more consistent manner. The District utilized current certificated staff to provide after school tutoring for any students needing extra attention.

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

School Wide PBIS plan is in the process of being finalized by a team of certificated, classified and administrator and will be continue to be implemented in the 2019- 20 school year. Seventh and eighth grade students were able to visit two colleges during the 2018-19 school year. A classified staff member was able to make daily contact with family members of students with absences to help improve overall attendance. Students who needed extra help were able to meet with certificated staff members after school for tutoring services which will lead to increased academic performance.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For action step 1, professional development was less than expected. For action step 2, the college visits were less than expected. For action step 3,

there was no cost for the TRACK meetings available through KCSOS. For action step 4, the price of meals obtained through Kern County Superintendent of Schools was less than expected and the reimbursement from the State was more than we anticipated, therefore, there were no costs associated to the nutrition program. For action step 5, parent training meetings were not held in 2018-19, but are being planned for in the 2019-20, school year. For action step 7, we spent less than anticipated because we were not able to update the student restrooms as planned. We are hoping to start this project during the 2019-20 school year. For action step 8, we were not able to provide as many tutors as we planned. No money was spent on action step 9 because the After School Grant was large enough to cover all of the cost..

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

Goal 3 remains unchanged. For action step 3, there is no cost to the District for our involvement with the KCSOS truancy group. For action step 9, we lost a portion of our state funding for the after school program due to a decrease in attendance. We will use LCFF funds to help provide for salaries and materials.



# Stakeholder Engagement

LCAP Year: 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?

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

- November 1, 2018: Focus Group Meeting: School Superintendent, Special Education Coordinator, and Chief Business Official
- November 7, 2018: LCAP discussion with School Site Council, District English Language Acquisition Committee and Parent Teachers and Friends Meeting.
- \* January 16, 2019 at 4:00 p.m.: LCAP placed on regular board meeting agenda for discussion.
- \* February 4, 2019: LCAP workshop at KCSOS attended by Superintendent and CBO.
- Information regarding the LCAP was included in the Principal's report of the regularly scheduled meeting of the board held February 20, 2019 at 4:00 p.m.
- March 7, 2019: Focus Group Meeting: School Superintendent, Special Education Coordinator and Chief Business Official
- March 13, 2019 at 3:00 p.m.: LCAP discussion with School Site Council, District English Language Acquisition Committee and Parent Teachers and Friends Meeting.

- April 17, 2019 at 3:00 p.m.: The district held a stakeholders meeting and focus group session. Parents, community members, staff, students, and classified and certificated bargaining units were all notified of the meeting.
- April 17, 2019: An information item regarding the LCAP was included in the agenda of the regularly scheduled meeting of the School Board.
- April 11, 2019: Focus Group work day, School Superintendent and Chief Business Official.
- April 24, 2019: LCAP workshop at KCSOS attended by Superintendent.
- May 6, 2019: Focus Group work day. Refine final draft to go before the DAC, SSC, DELAC and PTF members
- May 8, 2019 at 3:00 p.m.: The Focus Group presented a draft of its Local Control Accountability Plan (LCAP) to the District Advisory Committee (DAC), School Site Council, Parent Teacher and Friends Organization and Di Giorgio English Language Acquisition Council, (DELAC).
- May 29, 2019: The district LCAP will be available for public review and comment. The Superintendent will reply to all questions and comments in writing before the LCAP is placed on the agenda for a public hearing.
- June 5, 2019: A public hearing will be held at 2:00 p.m. for public comment and recommendations from the public related to the LCAP
- June 19, 2019: A regular meeting will be held at 2:00 p.m. for adoption of proposed LCAP

## **Impact on LCAP and Annual Update**

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

District Superintendent, Special Education Coordinator and Chief Business Official met to begin discussions regarding timelines and dates for Stakeholder engagement and LCFF/LCAP development. November 1, 2018. The Team will attend a number of workshops hosted by the Kern County Supt. of Schools on LCAP development for the 2019-20 school year.

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

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

A first draft of the 2019-20 LCAP was shared with the group. The group was informed of the Stakeholder/Parent meeting scheduled for May 29, 2019 at 3:00 p.m.

A draft of the LCAP was shared with the group. Assistance in English and Spanish was available if needed. The LCAP process was explained to the group. The Superintendent gave an overview of the 8 priorities established by the State and how those priorities are broken down into (3) specific areas. The Superintendent informed the participants that last year's Goals and Action steps would be reviewed and updated to show what was expected to be implemented and what was actually accomplished. The participants were informed that the Goals would be adjusted and established for 2019-20 and that all (8) state priorities would be met within those goals. The stakeholders encouraged the District to continue to improve facilities as stated in Goal 3, Action Step 7 and to continue to improve school climate as stated in Goal 3, Action Step 1.

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

District representatives presented the LCAP at the May 29, 2019 SSC, DELAC, PTF meeting. Members were given the opportunity to pose questions to the Superintendent for written response. There were no questions.

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

A public hearing was held on June 5, 2019 to solicit the recommendations and comments of members of the public regarding the specific actions and

expenditures proposed to be included in the LCAP. There were no comments.

The LCAP was placed on the agenda of the June 19, 2019 regular Meeting of the School Board for adoption. Upon motion of Theresa Herrera and seconded by Laura Lee Kirkley, the Board approved the LCAP.

2019-20 Local Control Accountability Plan was approved and adopted by the Board of Trustees with the following votes: Roll Call: Theresa Vietti-Herrera: aye Laura Lee Kirkley: aye Steve Murray: aye  
Ayes: 3 Noes: 0

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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

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

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

**State Priorities:** 1, 2, 4

**Local Priorities: NA**

**Identified Need:**

Priority 1:

1. School facilities are maintained and in good repair as measured by the FIT Report.
2. 91% of our teachers are fully credentialed and appropriately assigned.
3. 100% of our students have sufficient access to standards aligned instructional materials.

Priority 2:

1. Currently, 100% of classrooms have implemented academic and performance standards that have been adopted by the SBE.
2. Provide access for 100% of EL's to CCSS aligned and ELD standards instructional materials.

Priority 4:

1. Statewide Assessments

- CAASPP ELA/Literacy overall percentage of pupils who met or exceeded standards was 25.0% for 2017-18, an decrease of 0.7%.
  - CAASPP Mathematics overall percentage of pupils who meet or exceed standards was 14.1% for 2017-18, an increase of 0.7%.
  - CAASPP Science overall percentage of 5th Grade pupils who are proficient or advanced was 28% for the 2015-16 school year.
- CAASPP Science overall percentage of 8th Grade pupils who are proficient or advanced was 43% for the 2015-16 school year.

2. API – NA

3. College required course completion - N/A

4. 83.6% of EL's made progress toward English Proficiency as reports by CELDT scores in 2017-18.

5. EL Reclassification rate - 30% in 2018-19

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

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

## Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1	Priority 1	Priority 1	Priority 1	Priority 1
100% of facilities will be well maintained as measured by FIT Report Teachers will be fully credentialed and appropriately assigned 100% of the school day. Students have access to standards aligned instructional materials 100% of the school day.	100% of facilities are well maintained as measured by FIT Report Teachers are fully credentialed and appropriately assigned 100% of the school day. Students have access to standards aligned instructional materials 100% of the school day.	100% of facilities are well maintained as measured by FIT Report Teachers are fully credentialed and appropriately assigned 100% of the school day. Students have access to standards aligned instructional materials 100% of the school day.	100% of facilities are well maintained as measured by FIT Report Teachers are fully credentialed and appropriately assigned 100% of the school day. Students have access to standards aligned instructional materials 100% of the school day.	100% of facilities are well maintained as measured by FIT Report Teachers are fully credentialed and appropriately assigned 100% of the school day. Students have access to standards aligned instructional materials 100% of the school day.
Priority 2	Priority 2	Priority 2	Priority 2	Priority 2
Maintain level of implementation of CCSS as substantial as based on CDE's APS criteria. EL's have access to CCSS aligned and ELD standards instructional materials 100% of the school day	Maintain level of implementation of CCSS as substantial as based on CDE's APS criteria. EL's have access to CCSS aligned and ELD standards instructional materials 100% of the school day	Maintain level of implementation of CCSS as substantial as based on CDE's APS criteria. EL's have access to CCSS aligned and ELD standards instructional materials 100% of the school day	Maintain level of implementation of CCSS as substantial as based on CDE's APS criteria. EL's have access to CCSS aligned and ELD standards instructional materials 100% of the school day	Maintain level of implementation of CCSS as substantial as based on CDE's APS criteria. EL's have access to CCSS aligned and ELD standards instructional materials 100% of the school day
				Priority 4

**Metrics/Indicators**

APS criteria.  
EL's have access to CCSS aligned and ELD standards instructional materials 100% of the school day

## Priority 4:

## 1. Statewide Assessments

- CAASPP ELA/Literacy overall percentage of pupils who met or exceeded standards was 25.0% for 2017-18, an decrease of 0.7%.

- CAASPP Mathematics overall percentage of pupils who meet or exceed standards was 14.1% for 2017-18, an increase of 0.7%.

- CAASPP Science

**Baseline**

## Priority 4:

## 1. Statewide Assessments

- CAASPP ELA/Literacy overall percentage of pupils who met or exceeded standards was 25.0% for 2017-18, an decrease of 0.7%.

- CAASPP Mathematics overall percentage of pupils who meet or exceed standards was 14.1% for 2017-18, an increase of 0.7%.

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

## 2. API – NA

3. College required course completion - N/A

**2017-18**

## Priority 4:

## 1. Statewide Assessments

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

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

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

83.6% of EL's made progress toward English Proficiency as reports by

**2018-19**

## Priority 4

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

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

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

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

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

**2019-20**

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

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

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

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

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

## API - NA

College Required course completion - NA

**Metrics/Indicators**

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

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

2. API – NA

3. College required course completion - N/A

4. 83.6% of EL's made progress toward English Proficiency as reports by CELDT scores in 2017-18.

5. EL Reclassification rate - 17.5% in 2017-18

6. Pupils passing advanced

**Baseline**

4. 83.6% of EL's made progress toward English Proficiency as reports by CELDT scores in 2017-18.

5. EL Reclassification rate - 17.5% in 2017-18

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

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

**2017-18**

CELDT scores..  
17.5% of English Learners were reclassified in 2017-18

API - NA

College Required course completion - NA

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

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

**2018-19**

API – NA

College Required course completion – NA

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

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

**2019-20**

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

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



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
placement or participated in college preparedness courses - N/A 7. The percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness NA				

## Planned Actions/Services

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

### Action #1

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

**Actions/Services**

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

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

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

Unchanged

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

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

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

**Budgeted Expenditures**

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

## Action #2

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

## Actions/Services

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

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

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

Unchanged

Unchanged

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

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

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	1. \$3000 2. \$8000 3. \$580	1. \$3000 2. \$8000 3. \$580	\$5,000 \$8,000 \$160
<b>Source</b>	Supplemental/Concentration Supplemental/Concentration Supplemental/Concentration	Supplemental/Concentration Supplemental/Concentration Supplemental/Concentration	Supplemental/Concentration Supplemental/Concentration Supplemental/Concentration

Year	2017-18	2018-19	2019-20
<b>Budget Reference</b>	Certificated Personnel Salaries Services and Other Operating Expenditures Employee Benefits	Certificated Personnel Salaries Services and Other Operating Expenditures Employee Benefits	Certificated Personnel Salaries, Services and other operating expenditures, Employee Benefits

### Action #3

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

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

**OR**

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

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

### Actions/Services

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

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$6300	\$9000	\$9000
<b>Source</b>	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
<b>Budget Reference</b>	Services and Other Operating Expenditures	Services and Other Operating Expenditures	Services and Other Operating Expenditures

**Action #4**

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

**Students to be Served**

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

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

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

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

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

No additional cost

No additional cost

No additional cost

**Source**

No additional cost

No additional cost

No additional cost

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

## Action #5

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

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

**OR**

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

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

## Actions/Services

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



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

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

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

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$3000 \$250 \$800	\$3000 \$580 \$1000	\$3000 \$580 \$1000
<b>Source</b>	Supplemental/Concentration Supplemental/Concentration Supplemental/Concentration	Supplemental/Concentration Supplemental/Concentration Supplemental/Concentration	Supplemental/Concentration Supplemental/Concentration Supplemental/Concentration
<b>Budget Reference</b>	Certificated Personnel Salaries Employee Benefits Books and Supplies	Certificated Personnel Salaries Employee Benefits Books and Supplies	Certificated Personnel Salaries Employee Benefits Books and Supplies

## Action #6

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners

LEA-Wide

All Schools

**Actions/Services**

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

**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**

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

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

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

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	\$4000	\$5000	\$5000
<b>Source</b>	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
<b>Budget Reference</b>	Books and Supplies	Books and Supplies	Books and Supplies

## Action #7

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

**Students to be Served**

**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

**2017-18 Actions/Services**

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

Modified

**2018-19 Actions/Services**

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

Modified

**2019-20 Actions/Services**

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

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

\$80000  
\$3500  
\$18000

\$65000  
\$5000  
\$18000  
\$5000

\$65,543.00  
\$12,000  
\$25856  
\$5000

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Source</b>	Supplemental/Concentration Supplemental/Concentration Supplemental/Concentration	Supplemental/Concentration Supplemental/Concentration Supplemental/Concentration Supplemental/Concentration	Supplemental/Concentration Supplemental/Concentration Supplemental/Concentration Supplemental/Concentration
<b>Budget Reference</b>	Capital Outlay Services and Other Operating Expenditures Services and Other Operating Expenditures	Capital Outlay Services and Other Operating Expenditures Services and Other Operating Expenditures Books and Supplies	Capital Outlay Services and Other Operating Expenditures Services and Other Operating Expenditures Books and Supplies

## Action #8

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

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

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

**Students to be Served**

English Learners, Foster Youth, Low Income

**Scope of Services:**

LEA-Wide

**Location(s)**

All Schools

## Actions/Services

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

Unchanged

### 2017-18 Actions/Services

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

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

Modified

### 2018-19 Actions/Services

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

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

Modified

### 2019-20 Actions/Services

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

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$13000 \$2700	\$15000 \$3500	\$15000 \$3500
<b>Source</b>	Supplemental/Concentration Supplemental/Concentration	Supplemental/Concentration Supplemental/Concentration	Supplemental/Concentration Supplemental/Concentration

Year	2017-18	2018-19	2019-20
<b>Budget Reference</b>	Classified Personnel Salaries Employee Benefits	Classified Personnel Salaries Employee Benefits	Classified Personnel Salaries Employee Benefits

## Action #9

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

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

**OR**

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

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

## Actions/Services

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

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

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

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

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	No additional cost	No additional cost	No additional cost
<b>Source</b>	No additional cost	No additional cost	No additional cost
<b>Budget Reference</b>	No additional cost	No additional cost	No additional cost



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

Unchanged

## Goal 2

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

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

**State Priorities:** 3, 4, 5, 7

**Local Priorities:** NA

### Identified Need:

Priority 3:

1. 100% of Parents will receive paper communications in their English and Spanish language.
2. Increase Parent participation will at School Site Council and District English Language Advisory Committee Meetings. Encourage increased parental input on LCAP, Safety Plan, and various other programs.
3. 100% of Parents will be invited to attend parent conferences that will be held two times during the school year for parents to meet with teachers to discuss their children's academic progress.
4. 100% of Parents of EL students will be contacted to provide information on progress towards reclassification.
5. 100% of Parents of unduplicated pupils and community members will be invited to attend various school committee meetings using various methods of communication such as phone calls, flyers, and internet.
6. 100% of Parents of students with exceptional needs will be invited to attend yearly meetings to discuss the instructional plan provided for their child. Parents may request a meeting at any time to discuss any concerns they may have about their children.

Priority 4:

1. Statewide Assessments

- CAASPP ELA/Literacy overall percentage of pupils who met or exceeded standards was 25.0% for 2017-18
- CAASPP Mathematics overall percentage of pupils who met or exceeded standards was 14.1% for 2017-18
- CAASPP Science overall percentage of 5th Grade pupils who are proficient or advanced was 28% for 2015-16 and 43% for 8th Grade students.

2. API – NA

3. College required course completion - N/A

4. In 2018-19, 26% of EL students scored at Level 4 Well developed on the ELPAC, 50% at Level 3 Moderately developed; 19% at Level 2 Somewhat developed; and 5% at Level 1 Beginning stage.

5. 2018-19 EL Reclassification rate - 30%

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

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

Priority 5:

1. Current attendance rate is 94.9%.

2. Current chronic absenteeism rate is 13.5%

3. Middle School dropout rate is 0%

4. High School dropout rate – NA

5. High School graduation rate – NA

Priority 7:

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

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

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

## Expected Annual Measureable Outcomes

### Metrics/Indicators

### Baseline

### 2017-18

### 2018-19

### 2019-20

Priority 3  
100% of parents will receive paper communications in their English and Spanish language  
100% of parents of unduplicated and exceptional needs students will be invited to attend regularly scheduled meetings for District English Language Advisory Committee, School Site Council, and Parent Teacher Friends using various methods of communication such as phone calls and flyers.

Priority 4:  
1. Statewide

Priority 3  
100% of parents will receive paper communications in their English and Spanish language  
  
100% of parents of unduplicated and exceptional needs students will be invited to attend regularly scheduled meetings for District English Language Advisory Committee, School Site Council, and Parent Teacher Friends using various methods of communication such as phone calls and flyers.

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

Priority 3  
Maintain 100% of parents will receive paper communications in their English and Spanish language  
Maintain 100% of parents of unduplicated and exceptional needs students will be invited to attend regularly scheduled meetings for District English Language Advisory Committee, School Site Council, and Parent Teacher Friends using various methods of communication such as phone calls and flyers.

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

Priority 3  
Maintain 100% of parents will receive paper communications in their English and Spanish language  
Maintain 100% of parents of unduplicated and exceptional needs students will be invited to attend regularly scheduled meetings for District English Language Advisory Committee, School Site Council, and Parent Teacher Friends using various methods of communication such as phone calls and flyers.

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

Priority 3  
Maintain 100% of parents will receive paper communications in their English and Spanish language  
Maintain 100% of parents of unduplicated and exceptional needs students will be invited to attend regularly scheduled meetings for District English Language Advisory Committee, School Site Council, and Parent Teacher Friends using various methods of communication such as phone calls and flyers.

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

**Metrics/Indicators**

Assessments

- CAASPP ELA/Literacy overall percentage of pupils who met or exceeded standards was 25.0% for 2017-18
- CAASPP Mathematics overall percentage of pupils who met or exceeded standards was 14.1% for 2017-18
- CAASPP Science overall percentage of 5th Grade pupils who are proficient or advanced was 28% for 2015-16 and 43% for 8th Grade students.

2. .API – NA

3. College required course completion - N/A

4. In 2018-19, 26%

**Baseline**

pupils who met or exceeded standards was 25.0% for 2017-18

- CAASPP Mathematics overall percentage of pupils who met or exceeded standards was 14.1% for 2017-18
- CAASPP Science overall percentage of 5th Grade pupils who are proficient or advanced was 28% for 2015-16 and 43% for 8th Grade students.

2. .API – NA

3. College required course completion - N/A

4. In 2018-19, 26% of EL students scored at Level 4 Well developed on the ELPAC, 50% at Level 3 Moderately developed; 19% at Level 2 Somewhat developed; and 5% at Level 1 Beginning stage.

5. 2018-19 EL Reclassification rate - 30%

**2017-18**

previous year.

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

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

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

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

Priority 5

The percentage of

**2018-19**

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

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

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

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

Priority 5

The percentage of

**2019-20**

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

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

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

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

Priority 5

The percentage of chronically absent students will decrease by 1%

The District attendance rate will be maintained at or

**Metrics/Indicators**

of EL students scored at Level 4 Well developed on the ELPAC, 50% at Level 3 Moderately developed; 19% at Level 2 Somewhat developed; and 5% at Level 1 Beginning stage.  
 5. 2018-19 EL Reclassification rate - 30%  
 6. Pupils passing advanced placement or participated in college preparedness courses - N/A  
 7. The percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment

**Baseline**

6. Pupils passing advanced placement or participated in college preparedness courses - N/A  
 7. The percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness NA  
 Priority 5  
 The percentage of chronically absent students in 2018-19 is 13.5%  
 The District attendance rate is 94.9%  
 Current middle school dropout rate is 0%  
 Priority 7  
 100% of EL Students have access to a broad course

**2017-18**

chronically absent students will decrease by 1%  
 The District attendance rate will be increase to 96%  
 Maintain middle school dropout rate of 0%  
 Priority 7  
 Maintain 100% of EL Students have access to a broad course of study in all subject areas as stated in sections 51210 and 51220(a) to (i).  
 Maintain 100% of students with exceptional needs will have access and will receive special education programs and services  
 Maintain 100% of all students have access to a broad course of study offered by the District.

**2018-19**

chronically absent students will decrease by 1%  
 The District attendance rate will be maintained at or above 96%  
 Maintain middle school dropout rate of 0%  
 Priority 7  
 Maintain 100% of EL Students have access to a broad course of study in all subject areas as stated in sections 51210 and 51220(a) to (i).  
 Maintain 100% of students with exceptional needs will have access and will receive special education programs and services  
 Maintain 100% of all students have access to a broad course of study offered by the District.

**2019-20**

above 96%  
 Maintain middle school dropout rate of 0%  
 High School Dropout Rate - NA  
 High School Graduation Rate - NA  
 Priority 7  
 Maintain 100% of Unduplicated Students have access to a broad course of study in all subject areas as stated in sections 51210 and 51220(a) to (i).  
 Maintain 100% of students with exceptional needs will have access and will receive special education programs and services  
 Maintain 100% of all students have access to a broad course of study offered by the District.

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

Program or any subsequent assessment of college preparedness NA

Priority 5

The percentage of chronically absent students in 2017-18 is 12.9%

The District attendance rate is 95%

Current middle school dropout rate is 0%

Priority 7

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

of study in all subject areas as stated in sections 51210 and 51220(a) to (i).  
100% of students with exceptional needs have access and receive special education programs and services

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>100% of students with exceptional needs have access and receive special education programs and services</p> <p>100% of all students have access to a broad course of study offered by the District.</p>				

## Planned Actions/Services

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

### Action #1

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

**Actions/Services**

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

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

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

Unchanged

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

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

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

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

\$55000

\$24000

\$52000

\$20000

\$74,085.00

\$27859.00



<b>Source</b>	Supplemental/Concentration Supplemental/Concentration	Supplemental/Concentration Supplemental/Concentration	Supplemental/Concentration Supplemental/Concentration
<b>Budget Reference</b>	Certificated Personnel Salaries Employee Benefits	Certificated Personnel Salaries Employee Benefits	Certificated Personnel Salaries Employee Benefits

## Action #2

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners

LEA-Wide

All Schools

## Actions/Services

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

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

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

Unchanged

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

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

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

**Budgeted Expenditures**

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

## Action #3

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

### Students to be Served

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

### Scope of Services:

Limited to Unduplicated Student Groups

### 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

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

### 2018-19 Actions/Services

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

### 2019-20 Actions/Services

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

rubrics and implementation in the classroom

rubrics and implementation in the classroom

rubrics and implementation in the classroom

### Budgeted Expenditures

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

### Action #4

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

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

**OR**

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

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

Continue annual ELPAC Training of Trainers.

Continue annual ELPAC Training of Trainers.

Continue annual ELPAC Training of trainers

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$500	No Cost
Source	Supplemental/Concentration	Supplemental/Concentration	No Cost
Budget Reference	Services and Other Operating Expenditures	Services and Other Operating Expenditures	No Cost

## Action #5

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners

LEA-Wide

All Schools

**Actions/Services**

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

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

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

Unchanged

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

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

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

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$1500 \$240	\$1500 \$300	\$1500 \$300
<b>Source</b>	Supplemental/Concentration Supplemental/Concentration	Supplemental/Concentration Supplemental/Concentration	Supplemental/Concentration Supplemental/Concentration
<b>Budget Reference</b>	Certificated Personnel Salaries Employee Benefits	Certificated Personnel Salaries Employee Benefits	Certificated Personnel Salaries Employee Benefits

## Action #6

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners

Limited to Unduplicated Student Groups

All Schools

## Actions/Services

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

Unchanged

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

Modified

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

Modified

### 2017-18 Actions/Services

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

### 2018-19 Actions/Services

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

### 2019-20 Actions/Services

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

## Budgeted Expenditures

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

## Action #7

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



**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

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

**Students to be Served**

English Learners, Foster Youth, Low Income

**Scope of Services:**

LEA-Wide

**Location(s)**

All Schools

**Actions/Services**

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

Modified

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

Modified

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

Unchanged

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

**Budgeted Expenditures**

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

## Action #8

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners

LEA-Wide

All Schools

## Actions/Services

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

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

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

Unchanged

Modified

Unchanged

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	No Cost	No Cost	No Cost
<b>Source</b>	No Cost	No Cost	No Cost
<b>Budget Reference</b>	No Cost	No Cost	No Cost

**Action #9**

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

**Students to be Served**

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

Limited to Unduplicated Student Groups

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**

Maintain current paraprofessional support for ELD Program.

Maintain current paraprofessional support for ELD Program.

Maintain current paraprofessional support for ELD Program.

**Budgeted Expenditures**

**Year**                      **2017-18**

**2018-19**

**2019-20**

**Amount**

\$7800

\$15400

\$42,000

\$7765

\$12491

\$11550

<b>Source</b>	Supplemental/Concentration Supplemental/Concentration	Supplemental/Concentration Supplemental/Concentration	Supplemental/Concentration Supplemental/Concentration
<b>Budget Reference</b>	Classified Personnel Salaries Employee Benefits	Classified Personnel Salaries Employee Benefits	Classified Personnel Salaries Employee Benefits

## Action #10

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners

Limited to Unduplicated Student Groups

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**

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

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

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

**Budgeted Expenditures**

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

**Action #11**

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

**Students to be Served**

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**

Foster Youth

**Scope of Services:**

Limited to Unduplicated Student Groups

**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**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	No Cost	No Cost	No Cost
<b>Source</b>	No Cost	No Cost	No Cost
<b>Budget Reference</b>	No Cost	No Cost	No Cost

## Action #12

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

Foster Youth, Low Income

LEA-Wide

All Schools

## Actions/Services

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

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

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



Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	No Cost	No Cost	No Cost
<b>Source</b>	No Cost	No Cost	No Cost
<b>Budget Reference</b>	No Cost	No Cost	No Cost

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

Unchanged

## Goal 3

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

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

**State Priorities:** 6, 8

**Local Priorities:** NA

### Identified Need:

The chronic absenteeism rate was 13.5% for the 2018-19 school year.

Priority 6:

1. 2% student suspension rate.
2. 0% student expulsion rate.
3. 73% Students district-wide reporting feeling "safe" and "supported by adults" at school as reported by the 2017-18 Healthy Kids Survey, which is the most recent date the survey was administered.

Priority 8:

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

5th Grade HFZ:

Aerobic Capacity 63.2%

Body Composition 47.4%

Flexibility 57.9%

7th Grade HFZ:

Aerobic Capacity 52.2%

Body Composition 47.8%

Flexibility 78.3%

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 6 Maintain suspension rate below 4.5% Maintain 0% expulsion rate Maintain at least 95% of students reporting feeling	Priority 6 Maintain suspension rate below 4.5% Maintain 0% expulsion rate Maintain at least 95% of students reporting feeling "safe" and "supported by adults" at school as	Priority 6 Maintain suspension rate below 4.5% Maintain 0% expulsion rate Maintain at least 95% of students reporting feeling "safe" and "supported by adults" at school as	Priority 6 Maintain suspension rate below 4.5% Maintain 0% expulsion rate Maintain at least 95% of students reporting feeling "safe" and "supported by adults" at school as	Priority 6 Maintain suspension rate below 4.5% Maintain 0% expulsion rate Maintain at least 95% of students reporting feeling "safe" and "supported by adults" at school as

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

Priority 8:

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

5th Grade HFZ:  
Aerobic Capacity 63.2%

Body Composition 47.4%

Flexibility 57.9%

7th Grade HFZ:

measured by the California Healthy Kids Survey in grades 5-8.

Priority 8:

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

5th Grade HFZ:  
Aerobic Capacity 63.2%

Body Composition 47.4%

Flexibility 57.9%

7th Grade HFZ:

Aerobic Capacity 52.2%

Body Composition 47.8%

Flexibility 78.3%

measured by the California Healthy Kids Survey in grades 5-8.

Priority 8

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

5th Grade HFZ:

Aerobic Capacity Increase 3%

Body Composition Increase 3%

Flexibility Increase 3%

7th Grade HFZ:

Aerobic Capacity Increase 3%

Body Composition Increase 3%

measured by the California Healthy Kids Survey in grades 5-8.

Priority 8

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

5th Grade HFZ:

Aerobic Capacity Increase 3%

Body Composition Increase 3%

Flexibility Increase 3%

7th Grade HFZ:

Aerobic Capacity Increase 3%

Body Composition Increase 3%

measured by the California Healthy Kids Survey in grades 5-8.

Priority 8

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

5th Grade HFZ:

Aerobic Capacity Increase 3%

Body Composition Increase 3%

Flexibility Increase 3%

7th Grade HFZ:

Aerobic Capacity Increase 3%

Body Composition Increase 3%

Aerobic Capacity  
52.2%

Body Composition  
47.8%

Flexibility 78.3%

Flexibility  
Increase 3%

Flexibility  
Increase 3%

Flexibility  
Increase 3%

## Planned Actions/Services

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

### Action #1

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

## Actions/Services

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

Unchanged

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

Modified

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

Modified

### 2017-18 Actions/Services

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

### 2018-19 Actions/Services

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

### 2019-20 Actions/Services

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

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8000	\$17000	\$25000.00
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies

## Action #2

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

**Actions/Services**

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

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

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

Unchanged

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

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

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

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

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

### Action #3

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**



N/A

N/A

N/A

**Actions/Services**

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

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

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

Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

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

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

**Budgeted Expenditures**

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

## Action #4

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

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

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

**Students to be Served**

English Learners, Foster Youth, Low Income

**Scope of Services:**

LEA-Wide

**Location(s)**

All Schools

## Actions/Services

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

Unchanged

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

Modified

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

Modified

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$60000	\$40000	\$42515
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Other Outgo	Other Outgo	Other Outgo

## Action #5

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

### Students to be Served

N/A

### Location(s)

N/A

**OR**

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

### Students to be Served

English Learners, Foster Youth, Low Income

### Scope of Services:

LEA-Wide

### Location(s)

All Schools

## Actions/Services

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

Unchanged

**2017-18 Actions/Services**

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

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

Modified

**2018-19 Actions/Services**

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

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

Modified

**2019-20 Actions/Services**

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

**Budgeted Expenditures**

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

**Budget Reference**

Certificated Personnel Salaries Books and Supplies Employee Benefits	Certificated Personnel Salaries Books and Supplies Employee Benefits	Certificated Personnel Salaries Books and Supplies Employee Benefits
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**Action #6**

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

**Actions/Services**

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

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

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

Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

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

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

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	No Cost	No Cost	No Cost
<b>Source</b>	No Cost	No Cost	No Cost
<b>Budget Reference</b>	No Cost	No Cost	No Cost

**Action #7**

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

English Learners, Foster Youth, Low Income

**Scope of Services:**

LEA-Wide

**Location(s)**

All Schools

**Actions/Services**

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

Unchanged

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

Modified

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

Modified

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$43837 \$36628	\$79890 \$64318	\$79474 \$57000
<b>Source</b>	Supplemental/Concentration Supplemental/Concentration	Supplemental/Concentration Supplemental/Concentration	Supplemental/Concentration Supplemental/Concentration
<b>Budget Reference</b>	Services and Other Operating Expenditures Capital Outlay	Services and Other Operating Expenditures Capital Outlay	Services and Other Operating Expenditures Capital Outlay

## Action #8

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth

LEA-Wide

All Schools



## Actions/Services

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

Unchanged

### 2017-18 Actions/Services

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

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

Modified

### 2018-19 Actions/Services

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

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

Modified

### 2019-20 Actions/Services

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

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$13000 \$2275	\$20000 \$3840	\$30000 \$4000
<b>Source</b>	Supplemental/Concentration Supplemental/Concentration	Supplemental/Concentration Supplemental/Concentration	Supplemental/Concentration Supplemental/Concentration
<b>Budget Reference</b>	Certificated Personnel Salaries Employee Benefits	Certificated Personnel Salaries Employee Benefits	Certificated Personnel Salaries Employee Benefits

## Action #9

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

### Students to be Served

N/A

### Location(s)

N/A

**OR**

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

### Students to be Served

English Learners, Foster Youth, Low Income

### Scope of Services:

LEA-Wide

### Location(s)

All Schools

## Actions/Services

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

Unchanged

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

Modified

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

Modified

### 2017-18 Actions/Services

Establish music/performing arts program

### 2018-19 Actions/Services

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

### 2019-20 Actions/Services

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

## Budgeted Expenditures

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$31957	\$40106	No Cost
<b>Source</b>	Supplemental/Concentration	Supplemental/Concentration	No Cost
<b>Budget Reference</b>	Services and Other Operating Expenditures	Services and Other Operating Expenditures	No Cost

# Demonstration of Increased or Improved Services for Unduplicated Pupils

## LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$533,876

Percentage to Increase or Improve Services

31.42%

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

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

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

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

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

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

## LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$643,720

40.41%

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

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

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

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

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

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

## LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

\$715,031.00

Percentage to Increase or Improve Services

41.87%

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).

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

are provided on a District wide basis.

A review of the district's English Learner student performance data shows that 6.56% of English Learners met or exceeded standards in ELA on the 2017-2018 CAASPP. In Math, 9.84% of English Learners met or exceeded the standards.

The district's English learner reclassification rate was 30% in 2018-2019 and ELPAC scores show 26% of students scored at Level 4 (well developed), 50% scored at Level 3 (moderately developed), 19% scored at Level 2 (somewhat developed), and 5% scored at Level 1 (beginning stage)

Many of our EL and Low-Income students have little to no access at home to devices that connect them to the internet. Many of our EL and Low-Income students do not have access to a neighborhood library where they could find STEM related materials. Many of our EL and Low-Income students have very limited travel experiences and trips such as ones to Camp KEEP helps teachers build on classroom instruction and expose students to worlds outside their own.

In consideration of this low performance in ELA and Math and the reported circumstances of English Learners and Low-Income students, we plan to:

- Purchase supplemental Math, ELA, Science, Social Studies, and ELD materials for all students including English Language Learners, low income, any future foster youth/homeless. (Action 1.1)
- Provide professional development in CCSS and STEM (Action 1.2, 1.3)
- Send sixth graders to Camp KEEP (Action 1.3)
- Increase staff participation and collaboration in full implementation of CCSS by providing grade span collaboration days. (Action 1.5)
- Update library title to include more non-fiction and magazine subscriptions related to STEM. (Action 1.6)
- Update technology and related infrastructure, purchase desktop and laptop computers to support technology use in the classroom as well as replacing outdated computers. (Action 1.7)
- Upgrade network connections to support infrastructure and maintain network security to help keep students on task and focused by filtering web content. (Action 1.7)
- Maintain library media increase in hours and provide Professional Development for Library Clerk. (Action 1.8)
- Maintain Library management software, professional development and services. (Action 1.8)

We believe these actions will support English Learners, Low Income, and Foster Youth students in improving their performance in ELA, Math, and Science CAASPP and increase the percentage of English learners being reclassified as described in our Expected Annual Measurable Outcomes for 2019-2020 in LCAP Goal 1.

According to the California Dashboard, our English Learners had a higher rate of chronic absenteeism than the rate for all students. According to the California Dashboard, our English Learners scored lower on both the ELA and Mathematics sections of the SBAC Test. A review of the district's English Learner student performance data shows that 6.56% of English Learners met or exceeded standards in ELA on the 2017-2018 CAASPP. In Math, 9.84% of English Learners met or exceeded the standards. The district's English learner reclassification rate was 30% in 2018-2019 and ELPAC scores show 26% of students scored at Level 4 (well developed), 50% scored at Level 3 (moderately developed), 19% scored at Level 2 (somewhat developed), and 5% scored at Level 1 (beginning stage).

In consideration of this low performance in ELA and Math of our EL students and the reported circumstances of English Learners, and to increase the percentage of EL students being reclassified, we plan to:

- Maintain staff to provide one teacher per grade level K-8. (2.1)
- Maintain Principal/Teacher to Superintendent/Principal and continue to focus on implementing research based ELD, and insure that staff complies with ELD standards. Superintendent/Principal will be responsible for insuring that the reclassification process is consistent with LEA standards. (2.2)
- Continued Professional Development for teachers and administrators on the use of research based ELD materials and strategies, as well as ELPAC language proficiency levels, rubrics and implementation in the classroom. (2.3)
- Continue to schedule annual ELPAC testing for all TK and Kindergarten students in August, before the first day of instruction to ensure students miss as little time out of the classroom as possible and ELPAC testing for all 1st through 8th grade ELD students to be conducted within the first two weeks of school. (2.5)
- Continue the use of web-based supplemental ELD and other supplemental materials that are aligned to the CCSS. (2.6)
- Provide Parent training for parents of ELL as funding allows. (2.7)
- Maintain Special Education/Resource Specialist to assist in coordinating and administering ELPAC testing and assist in the reclassification process to support ELD. (2.8)
- Maintain current paraprofessional support for ELD Program. (2.9)
- Maintain hours of part-time certificated staff to coordinate, implement ELD program and analyze ELPAC and local assessment results to target student needs in specific domains. (2.10)

We believe these actions will support our English Learner students in improving their performance in ELA, Math, and Science CAASPP and increase the percentage of English learners being reclassified as described in our Expected Annual Measurable Outcomes for 2019-2020 in LCAP Goal 2.



According to the most recent Healthy Kids Survey from 2017-18, 73% Students district-wide reported feeling "safe" and "supported by adults" at Di Giorgio School. During the 2018-19 school year, the chronic absenteeism rate was 13.5%; the suspension rate was 2%; the expulsion rate was 0%; School facilities are maintained and in good repair as measured by the FIT Report; For 5th grade students, the percent of students scoring in the Healthy Fitness Zone on the physical fitness test (PFT), Aerobic Capacity 63.2%, Body Composition 47.4%, and Flexibility 57.9%, for 7th grade students; Aerobic Capacity 52.2%, Body Composition 47.8%, Flexibility 78.3%.

In consideration of the 13.5% chronic absenteeism rate, the 73% of students reporting feeling "safe" and "supported by adults" at school as reported on the 2017-18 Healthy Kids Survey; the need to maintain and update school facilities to ensure a safe learning environment, the need to improve the percentage of students scoring in the Healthy Fitness zone as measured by Physical Fitness Testing, we plan to:

- Continue to review and update SWPBIS system yearly and provide PD as necessary and provide incentives for desired behaviors. (3.1)
- Continue to provide college and career ready opportunities with college visits and tours to become part of 7th and 8th grade leadership opportunities. (3.2)
- Maintain relationship with Kern County Superintendent of Schools TRACK ( Truancy Reduction and Attendance Coalition of Kern) program. (3.3)
- Continue to review and improve wellness plan to improve nutrition services and address chronic absences. (3.4)
- Continue to advertise and provide Parent Project training for parents of economically disadvantaged, ELL, foster and homeless youth, individuals with exceptional needs, as well as all other stakeholders who are interested. (3.5)
- Continue to support language development via responding to progress monitoring data to meet the needs of RFEP and EL students. (3.6)
- Continue to respond to input from stakeholders and their concerns about the condition and safety of the District's facilities, the District will continue to accelerate the repair and improvement of facilities to improve school climate for unduplicated pupils as measured by California Healthy Kids Surveys, increase the level of school connectedness, using suspension and expulsion rates as a measure, ensure the safety of students, and give students more opportunities for physical activities, as measured by Physical Fitness Testing (PFT). (3.7)
- Continue to support After School Program with tutoring services for students who are below grade level in English Language Arts and Mathematics. (3.8)

We believe these actions will support English Learners, Low Income, and Foster Youth students in improving their absenteeism rate; raise their level of connectiveness to the school; maintain a safe educational environment conducive to learning, improve the percentage of students scoring in the Healthy Fitness zone as measured by Physical Fitness Testing, as described in our Expected Annual Measurable Outcomes for 2019-2020 in LCAP Goal 3.

Di Giorgio Elementary will increase services for unduplicated pupils by purchasing supplemental ELD materials; providing the opportunity to attend week long trip to Camp KEEP; purchase more STEM related and non-fiction titles for library; maintain the number of hours the library is open for students to check out books by maintaining the hours library clerk will be available; provide one teacher per grade level instead of having to combine grades; provide professional development for teachers and administrators on the use of ELD materials and strategies designed to improve EL student outcomes; provide a web based ELD supplemental program that is aligned to the CCSS; maintain the hours of the EL coordinator to work directly with EL students; continue to provide college and career learning opportunities by visiting colleges; continue to accelerate the repair of facilities to comply with education codes and the Williams Act to increase students' level of school connectedness, ensure the safety of all students and promote a higher level of students' physical activity

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