

Annual Update

LCAP Year Reviewed: 2016-17

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

To identify, attract, and retain outstanding staff and provide high quality differentiated professional development with a focus on collaboration, alignment and support to maximize student learning and achievement.

State and/or Local Priorities Addressed by this goal:

| | | | | | | | | | | | | | | | | |
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| STATE | <input checked="" type="checkbox"/> | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | 6 | <input checked="" type="checkbox"/> | 7 | <input checked="" type="checkbox"/> | 8 |
| COE | <input type="checkbox"/> | 9 | <input type="checkbox"/> | 10 | | | | | | | | | | | | |
| LOCAL | | | | | | | | | | | | | | | | |

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 100% of teachers hired will have the appropriate credentials (credential monitoring report).
- Dixie District full-day professional development opportunities will result in a 70% teacher satisfaction rate on the evaluation (PD evaluations).
- The District will follow the state recommended standard-aligned materials adoptions schedule and provide professional development to support the adoption (adoption of standards-based material and broad course of study).
- The District will stay in the top 25% of Marin County salary schedule (CTA comparison).

ACTUAL

- 100% of teachers hired have appropriate credentials to teach. (Goal met).
- The Dixie District has had one full day of Professional Development opportunity up to this date. Not enough data was collected to result in a 70% satisfaction rate on the evaluation.
- The district is regularly following the state recommended standards-aligned materials adoption schedule and providing Professional Development to support the pilot/adoption of materials. (Goal met).
- Currently, all salaries are in the top 25% of Marin County salary schedules except the BA +60 (step 10).
The District will continue to work on staying in the top 25% of Marin County salary schedule. (CTA comparison 15-16, comparisons for 16-17 will be out in March 2017).

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

Actions/Services

PLANNED

- 1.1 To hire and retain highly qualified teachers including special education and support staff. Fund credentialed personnel, classified support staff including paraprofessionals (K-5 classes) and administrators. Staff salaries and benefits.
- 1.2 Review quarterly and continue monitoring the Credential Monitoring Report. Marin County Office of Education (MCOE).
- 1.3 Provide ongoing professional development for credentialed and classified staff on curriculum adoptions and initiatives.
- 1.4 Continue BTSA/PAR support.
- 1.5. Offer a broad course of study including music, visual and fine arts.
- 1.6 For the subgroup of GATE:
Hire highly qualified staff to provide Summer School Bridge Course for high-level math including GATE students.

ACTUAL

- 1.1 To hire and retain highly qualified teachers including special education and support staff. Fund credentialed personnel, classified support staff including paraprofessionals (K-5 classes) and administrators. Staff salaries and benefits.
- 1.2 Review quarterly and continue monitoring the Credential Monitoring Report. Marin County Office of Education (MCOE).
- 1.3 Provide ongoing professional development for credentialed and classified staff on curriculum adoptions and initiatives.
- 1.4 Continue BTSA/PAR support.
- 1.5. Offer a broad course of study including music, visual and fine arts.
- 1.6 For the subgroup of GATE:
Hire highly qualified staff to provide Summer School Bridge Course for high-level math including GATE students.

Expenditures

BUDGETED

- 1.1 Staff salaries and benefits. LCFF Sources, various Federal, State and Local Sources: Obj 1110,1300,2401,3000 \$12,991,817
- 1.2 Review quarterly and continue monitoring the Credential Monitoring Report. Marin County Office of Education (MCOE).
- \$0.00
- 1.3 Staff Development
- Unrestricted Lottery and Federal Sources (Title II): Staff Development (Func 2140)
\$49,314
- 1.4 BTSA/PAR
- LCFF, Restricted GF (Effective Educator) and Federal Sources (Title II): Certificated Stipends and Benefits (Res 0225, Obj 1160)
\$30,822
- 1.5 Provide music programs district-wide. Staff and Supplies

ESTIMATED ACTUAL

- \$13,000,774
- \$67,013
- \$38,928
- \$328,348

LCFF Sources, Local Sources: Parcel Tax (Goal 1454) and Can Do! (Res 9111; Goal 1454, Goal 1451)
\$328,693

1.6 Provide summer school program for high-level math students

\$1,680

LCFF Sources: GATE (Res 0220), Extra Hire (Obj 1130)
\$1,680

Action

2

Actions/Services

PLANNED

1.7 Hire and retain highly qualified teachers with the proper credentialing to work with English learners (EL). Fund credentialed teachers.

1.8 Hire and retain highly qualified teachers to work with low income (LI) pupils and foster youth (FY). Fund credentialed teachers.

1.9 To hire and retain highly qualified paraprofessionals including special education and English learners. Fund paraprofessionals.

1.10 Review quarterly and continue monitoring the Credential Monitoring Report. Marin County Office of Education (MCOE).

1.11 Provide ongoing professional development for teachers to support low-income pupils, English language learners, and foster youth by providing credentialed and classified staff with current instructional strategies.

1.12 Continue Summer school for Special Education. Provide summer school program for Special Need students.

1.13 Explore English Language Development standards and provide training for all staff who teach English language learners by using the new ELD standards.

1.14 Investigate creating a Start-up Summer School for English Language Learners and all students below standards.

1.15 Continue homework clubs at schools.

ACTUAL

1.7 Hire and retain highly qualified teachers with the proper credentialing to work with English learners (EL). Fund credentialed teachers.

1.8 Hire and retain highly qualified teachers to work with low income (LI) pupils and foster youth (FY). Fund credentialed teachers.

1.9 To hire and retain highly qualified paraprofessionals including special education and English learners. Fund paraprofessionals.

1.10 Review quarterly and continue monitoring the Credential Monitoring Report. Marin County Office of Education (MCOE).

1.11 Provide ongoing professional development for teachers to support low-income pupils, English language learners, and foster youth by providing credentialed and classified staff with current instructional strategies.

1.12 Continue Summer school for Special Education. Provide summer school program for Special Need students.

1.13 Explore English Language Development standards and provide training for all staff who teach English language learners by using the new ELD standards.

1.14 Investigate creating a Start-up Summer School for English Language Learners and all students below standards.

1.15 Continue homework clubs at schools.

Expenditures

BUDGETED

1.7 Fund credentialed teachers.
Salaries and benefits

ESTIMATED ACTUAL

\$10,466,982

LCFF Sources, Federal and Local Sources: Obj 1110 (Part of funding of Goal 1.1)

\$10,451,140

1.8 Hire and retain highly qualified teachers to work with low income (LI) pupils and foster youth (FY). Fund credentialed teachers. \$0.00

1.9 Fund Paraprofessionals: Salaries and benefits

\$1,228,490

LCFF Sources, various Federal, State and Local Sources: (Obj 2110)

\$1,331,105

1.10 Review quarterly and continue monitoring the Credential Monitoring Report. Marin County Office of Education (MCOE). \$0.00

1.11 Provide staff development

\$67,013

Unrestricted Lottery and Federal Sources (Title II): (Res 1100, 4035); Staff Development (Func 2140).
(Repeat of Goal 1.3)

\$49,314

1.12 Provide summer school program for Special Need students.

\$23,900

AB 602 Funding: Res 6500, D2 620

\$23,900

1.13 Explore English Language Development standards and provide training for all staff who teach English language learners

Learning Wednesdays work

\$0.00

1.14 Investigate creating a Start-up Summer School for English Language Learners. \$0.00

1.15 Provide homework clubs at schools.

Federal Sources: Title III (Res 4203, Obj 1130)

\$1,120.00

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 overall implementation of the actions/services resulted in meeting the Expected Annual Measurable Outcomes and articulated goal.

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

The overall effectiveness of the actions/services contributed to meeting Goal 1. The actions of monitoring of credentials, professional development with classified and certificated staff helped to achieve the articulated goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences between Budgeted Expenditures and Estimated Actual Expenditures was that the Estimated Actual Expenditures have greatly increased.

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.

Upon review the existing Goal 1 was determined to be comprehensive and effective and no changes were necessary. Two of the Expected Annual Measurable Outcomes will be re-written. The actions/services will be clarified in order to achieve the goal.

Annual Update

LCAP Year Reviewed: 2016-17

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 2

Provide safe and clean facilities that support small class size, implement state standards, and access to instruction that fosters critical thinking, collaboration, creativity, and communication skills.

State and/or Local Priorities Addressed by this goal:

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|-------|-------------------------------------|---|-------------------------------------|----|--------------------------|---|-------------------------------------|---|--------------------------|---|-------------------------------------|---|--------------------------|---|--------------------------|---|
| STATE | <input checked="" type="checkbox"/> | 1 | <input checked="" type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input checked="" type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input checked="" type="checkbox"/> | 6 | <input type="checkbox"/> | 7 | <input type="checkbox"/> | 8 |
| COE | <input type="checkbox"/> | 9 | <input type="checkbox"/> | 10 | | | | | | | | | | | | |
| LOCAL | | | | | | | | | | | | | | | | |

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- The annual Facility Inspection Tool (FIT) will show that the schools meet most or all standards of good repair (facility report).
- The California Healthy Kids Survey will be used to monitor and increase student connectedness compared to previous years and to decrease expulsion rate (CHKS).
- The percent of students meeting standards will increase by 5% in English language arts and mathematics on state assessments (state standard-aligned materials, class size reduction).
- Students who take the SRI assessment will increase their grade level Lexile score by one years growth by the end of the year (state standard-aligned materials, class size reduction, pupil outcome).
- One-third of English Learners will improve by one band in one year, as measured by the Overall Score on the CELDT assessment and increase reclassification rate by 1% (state standard-aligned materials, class size reduction).
- The average amount of time students ages six through fourteen receive their special education services in settings apart from their non-disabled peers will meet CDE targets for the school year, as reported by the Annual Year Performance (class size reduction).

ACTUAL

- The annual Facility Inspection Tool (FIT) does show that the schools meet most or all standards of good repair (facility report). (Goal met).
- California Healthy Kids Survey cohort data was used to monitor and increase student connectedness compared to the previous year. (Goal exceeded).
- The percentage of student's meetings standards increased in English Language Arts by 6% and Mathematics by 6% on State Assessments (data collected from CDE). (Goal exceeded).
- Students who took the SRI assessment increased their grade level Lexile score by one year's growth. The average Lexile growth was 182. (Goal exceeded).
- 41.5% of English Learners improved by one band (+) in one year as measured by the Overall Score on the CEDLT assessment. (Goal exceeded).
- In the 2014-15 school year, the average amount of time students ages 6-14 received Special Education services in settings apart from non-disabled peers was met for Measures A and B, but not for C (in large part due to LCI located in district. 2015-16 data will be available in April 2017).
- The William's Report ensured every pupil in the school district had sufficient access to adopted standard-based instructional materials. The Williams's Reports from the 2015-16 year reported that zero complaints were recorded. (Goal met).

- The William's Report will ensure every pupil in the school district has sufficient access to adopted standard-based instructional materials (William's Report).

[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

Actions/Services

PLANNED

2.1 Continue to maintain and update facilities. Provide adequate maintenance and custodial staff.

2.2 Continue to provide high-level library services for all students. Provide library services.

2.3 Provide nursing services.

2.4 Use local measures to assess students and inform instruction. Use district assessment calendar. Purchase, maintain various student assessment software.

2.5 Provide social-emotional programs at all schools. Fund Safety Programs, Counseling, Psychologists

2.6 Provide class sizes of no more than 24:1 for K-3. Update annual Demographic/Enrollment Projections study.

2.7 Continue to fund hardware for student learning. Continue to investigate software to promote successful student outcomes. Fund Technology Coach, Partner with Can Do! for computer/technology software purchases.

2.8 Continue to enhance learning of instructional technology in the classroom. All students will have access to age-appropriate instructional technology. Fund districtwide technology support.

2.9 All students will have access to academic content standards in English language arts, mathematics, science and social studies/history by adoption of new instructional materials.

2.10 For subgroup GATE:
Continue Discovery Days, Odyssey of the Mind, Coding and differentiation in the classroom for all high-achieving and GATE students. Fund GATE programs.

ACTUAL

2.1 Continue to maintain and update facilities. Provide adequate maintenance and custodial staff.

2.2 Continue to provide high-level library services for all students. Provide library services.

2.3 Provide nursing services.

2.4 Use local measures to assess students and inform instruction. Use district assessment calendar. Purchase, maintain various student assessment software.

2.5 Provide social-emotional programs at all schools. Fund Safety Programs, Counseling, Psychologists

2.6 Provide class sizes of no more than 24:1 for K-3. Update annual Demographic/Enrollment Projections study.

2.7 Continue to fund hardware for student learning. Continue to investigate software to promote successful student outcomes. Fund Technology Coach, Partner with Can Do! for computer/technology software purchases.

2.8 Continue to enhance learning of instructional technology in the classroom. All students will have access to age-appropriate instructional technology. Fund districtwide technology support.

2.9 All students will have access to academic content standards in English language arts, mathematics, science and social studies/history by adoption of new instructional materials.

2.10 For subgroup GATE:
Continue Discovery Days, Odyssey of the Mind, Coding and differentiation in the classroom for all high-achieving and GATE students. Fund GATE programs.

Expenditures

BUDGETED

2.1 Provide adequate maintenance and custodial staff. Staff salaries and supplies.

LCFF Sources: RRM Maintenance (Res 8150) and Custodial (Func 8210)
\$1,298,008

2.2 Provide library services. Staff and supplies

LCFF Sources, Lottery (Unrestricted and Restricted) : Function 2420
\$303,528

2.3 Provide nursing services, including staff and supplies.

LCFF Sources, Unrestricted Lottery , Local Sources (Parcel Tax): Function 3140
\$166,465

2.4 Purchase, maintain various student assessment software.

Restricted Lottery, Federal Sources: Res 6300 Obj 5840 Func 1010; Res 4203 Obj 5840
\$39,169

2.5 Fund Safety Programs, Counseling, Psychologists

LCFF Sources, Lottery, Federal sources (Mental Health), Local Sources (Parcel Tax, Local Donation- Can Do!): Counseling (Func 3110), Psychologists (Func 3120)
\$541,273

2.6 Update annual Demographic/Enrollment Projections study.

Capital Facilities Fund: Contract Services (FD 25 Obj 5840)
\$8,500

2.7 Fund Tech Coach, Partner with Can Do! for computer/technology software purchases

Restricted General Fund (Effective Educator), Local Revenues (Donations): Res 6264 Goal 1150, Res 9111 Goal 1150 D1 001
\$118,180

2.8 Fund districtwide technology support. Staff and supplies

LCFF Sources; Local Revenues (Donations): Res 0000 Func 7716; Res 9111 Func 2100 & Func 7716
\$236,289

2.9 Provide standard aligned adoption materials

LCFF Sources: (Res 0221)
\$350,000

2.10 Fund GATE programs. \$12,000

ESTIMATED ACTUAL

\$1,302,318

\$316,686

\$166,465

\$37,279

\$553,334

\$8,500

\$118,204

\$236,045

\$350,000

\$12,000

Action

2

Actions/Services

PLANNED

2.11 Provide Response to Intervention to enhance all services to English learners (EL), foster youth (FY) and low income (LI) students through strategic intervention to assist all students in reaching content standards. Fund ELD and Intervention Aides.

2.12 Provide certificated staff to support intervention. Fund Certificated Intervention Staff.

2.13 Investigate and purchase Intervention software.

ACTUAL

2.11 Provide Response to Intervention to enhance all services to English learners (EL), foster youth (FY) and low income (LI) students through strategic intervention to assist all students in reaching content standards. Fund ELD and Intervention Aides.

2.12 Provide certificated staff to support intervention. Fund Certificated Intervention Staff.

2.13 Investigate and purchase Intervention software.

Expenditures

BUDGETED

2.11 Fund ELD and Intervention Aides

LCFF Sources; Federal Sources (Title I): Obj 2110; Goal 1301 and Goal 1484; D1 001
\$92,210

2.12 Fund Certificated Intervention Staff

LCFF Sources; Federal Sources (Title I): Res 0000, Obj 1120, Goal 1484; Res 3010, Obj 1110
\$50,630

2.13 Intervention Software

State Resources: Restricted Lottery (Res 6300, Obj 5840)
\$20,000

ESTIMATED ACTUAL

\$95,538

\$56,640

\$20,510

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.

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

The overall implementation of the actions/services resulted in meeting the Expected Annual Measurable Outcomes and articulated goals.

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

The overall effectiveness of the actions/services contributed to meeting Goal 2. The actions of maintaining and updating facilities, using local measures to access students, providing social-emotions programs and enhancing learning of instructional technology contributed to achieve the articulated goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences between Budgeted Expenditures and Estimated Actual Expenditures was that the Estimated Actual Expenditures have increased.

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.

Upon review the existing Goal 2 was determined to be comprehensive and effective and no changes were necessary. Three of the Expected Annual Measurable Outcomes will be re-written. The actions/services will be clarified in order to achieve the goal.

Annual Update

LCAP Year Reviewed: 2016-17

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 3

Maintain and increase connectedness for students, parents and community.

State and/or Local Priorities Addressed by this goal:

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|-------|--------------------------|---|--------------------------|----|-------------------------------------|---|--------------------------|---|-------------------------------------|---|-------------------------------------|---|--------------------------|---|--------------------------|---|
| STATE | <input type="checkbox"/> | 1 | <input type="checkbox"/> | 2 | <input checked="" type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input checked="" type="checkbox"/> | 5 | <input checked="" type="checkbox"/> | 6 | <input type="checkbox"/> | 7 | <input type="checkbox"/> | 8 |
| COE | <input type="checkbox"/> | 9 | <input type="checkbox"/> | 10 | | | | | | | | | | | | |
| LOCAL | | | | | | | | | | | | | | | | |

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- The California Healthy Kids Survey will be used to monitor and increase student connectedness compared to previous years (CHKS, increase engagement).
- There will be an increase of consistency and availability of electronic media for communication (increase family engagement).
- The district will provide opportunities for students to participate in clubs and extracurricular groups (increase school attendance rate).
- The attendance rate of all students will stay the same or increase from prior year including chronic absenteeism and middle school drop out rate (increase school attendance rate).
- Pupil suspension and expulsion rates will decrease (pupil suspension rates).

ACTUAL

- California Healthy Kids Survey cohort data was used to monitor and increase student connectedness compared to the previous year. (Goal met).
- No evidence.
- No evidence collected at time of meeting.
- The attendance rate for all students did increase from the prior year. In 2014-15 the attendance rate was 96.61% and in 2015-16 the attendance rate increased to 97.43%. (Goal met).
- Pupil suspension rates did increase. In 2014-15 the attendance rate was 2.6% and in 2015-16 the attendance rate increased to 4.2% (from 53 suspensions to 84).

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

Actions/Services

PLANNED

3.1 Continue to collaborate with Home and School Clubs and CanDo! to provide excellent programs and clubs to increase connectedness. Fund various programs funded by Home & School Clubs and Can Do! Extra hire salaries, supplies and contract services.

3.2 Provide access to all school bus transportation services.

3.3 Continue to promote programs to assist in the reduction in discipline infractions. Continue to contract with consultants.

3.4 Continue to promote programs that increase volunteers at all campuses.

ACTUAL

3.1 Continue to collaborate with Home and School Clubs and CanDo! to provide excellent programs and clubs to increase connectedness. Fund various programs funded by Home & School Clubs and Can Do! Extra hire salaries, supplies and contract services.

3.2 Provide access to all school bus transportation services.

3.3 Continue to promote programs to assist in the reduction in discipline infractions. Continue to contract with consultants.

3.4 Continue to promote programs that increase volunteers at all campuses.

Expenditures

BUDGETED

3.1 Fund various programs funded by Home & School Clubs and Can Do! Extra hire salaries, supplies and contract services

Local Donations: Level of Funding TBD
\$0.00

3.2 Provide Home to School and Special Education Transportation services. Staff salaries, supplies, services.

LCFF Sources: Home to School (Res 7230) and Special Education Transportation (Res 7240)
\$644,431

3.3 Continue to contract with consultants.

Local Donations: Funding level TBD
\$0.00

3.4 Continue to promote programs that increase volunteers at all campuses.
\$0.00

ESTIMATED ACTUAL

\$416,286

\$676,294

\$31,150

Action

2

Actions/Services

PLANNED

3.5 Fund transportation for Foster/Homeless Youth.

3.6 Continue to create opportunities for all families to feel connected by increasing school communication. Fund School Messenger & School Loop.

ACTUAL

3.5 Fund transportation for Foster/Homeless Youth.

3.6 Continue to create opportunities for all families to feel connected by increasing school communication. Fund School Messenger & School Loop.

3.7 Continue lunch-time activities and clubs. Partner with Home & School Clubs/Can Do! for resource for lunch-time and after-school activities.

3.8 Continue to support English learners, foster youth and homeless students through extended tutoring services. Provide certificated extra hire to provide tutoring services.

3.9 Create events to encourage parents of English Language Learners to meet and understand the procedures, activities and timeline of schools.

3.10 Encourage volunteers who speak all languages to translate at parent conferences.

3.7 Continue lunch-time activities and clubs. Partner with Home & School Clubs/Can Do! for resource for lunch-time and after-school activities.

3.8 Continue to support English learners, foster youth and homeless students through extended tutoring services. Provide certificated extra hire to provide tutoring services.

3.9 Create events to encourage parents of English Language Learners to meet and understand the procedures, activities and timeline of schools.

3.10 Encourage volunteers who speak all languages to translate at parent conferences.

Expenditures

BUDGETED

3.5 Fund transportation of Foster/Homeless Youth

LCFF Sources: Func 4900

\$1,773

3.6 Fund School Messenger & School Loop

Restricted Lottery, Local Donations: Res 6300, Obj 5840, Loc 301; Res 9111, Obj 5840, Goal 9100

\$5,386

3.7 Partner with Home & School Clubs/Can Do! for resource for lunch-time and after-school activities

Funded directly by Home & School Clubs

\$0.00

3.8 Provide certificated extra hire to provide tutoring services

Federal Resources (Title III Immigrant Ed): Res 4201 Obj 1130

\$1,120

3.9 Create events to encourage parents of English Language Learners to meet and understand the procedures, activities and timeline of schools.
\$0.00

3.10 Encourage volunteers who speak all languages to translate at parent conferences. \$0.00

ESTIMATED ACTUAL

\$7,773

\$5,386

\$1,120

ANALYSIS

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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 overall implementation of the actions/services resulted in meeting the Expected Annual Measurable Outcomes and articulated goal.

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

The overall effectiveness of the actions/services contributed to meeting Goal 3. The actions of monitoring the California Healthy Kids Survey and increasing the attendance rate contributed to achieve the articulated goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences between Budgeted Expenditures and Estimated Actual Expenditures was that the Estimated Actual Expenditures have increased.

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.

Upon review the existing Goal 3 was determined to be comprehensive and effective and no changes were necessary. All of the Expected Annual Measurable Outcomes will be re-written to clarify. The actions/services will be clarified in order to achieve the goal.