LCFF Budget Overview for Parents

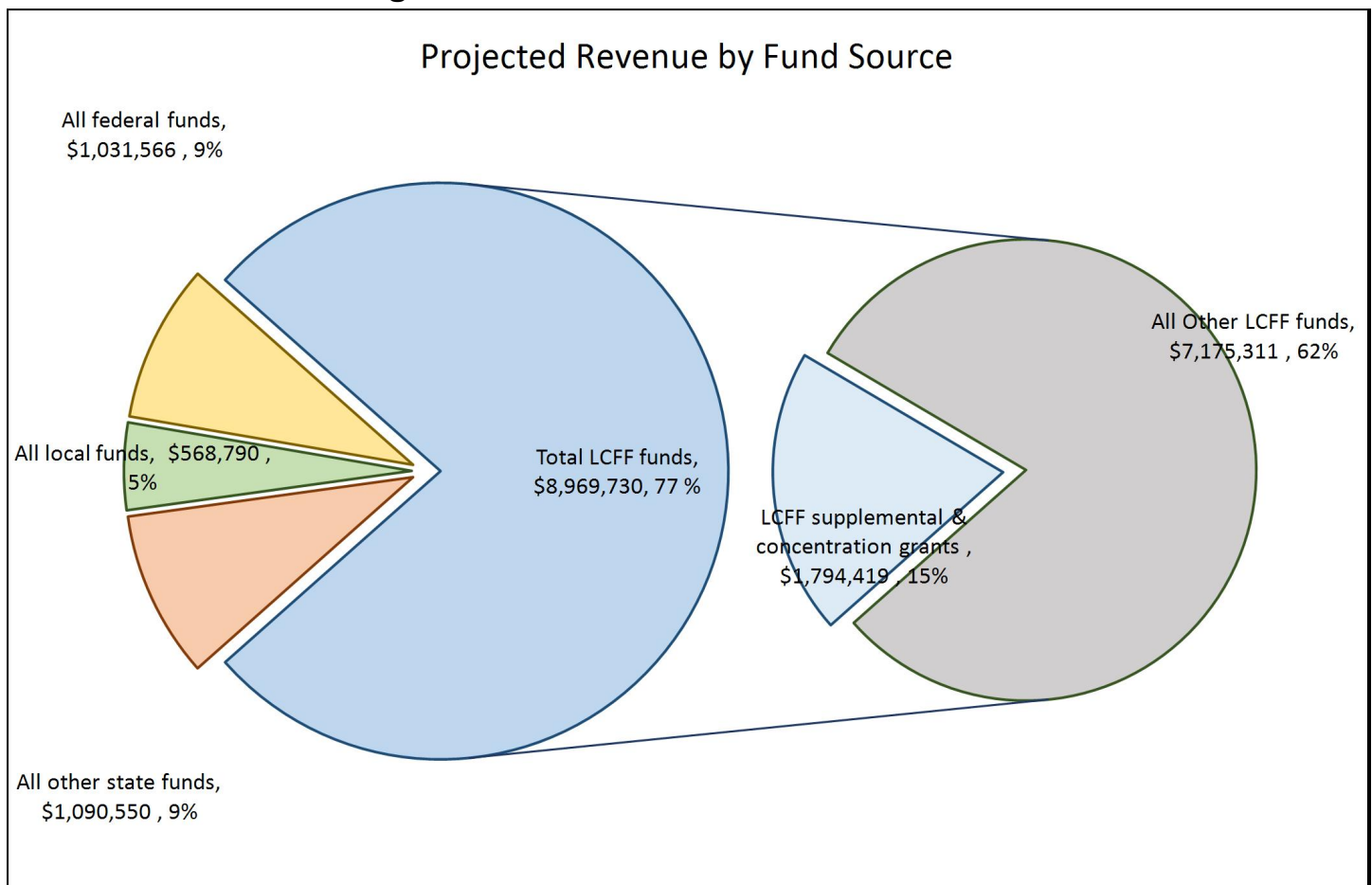Local Educational Agency (LEA) Name: Kernville Union Elementary School District

CDS Code: 15635450000000

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

LEA contact information: Robin Shive, District Superintendent

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

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

All federal funds, $1,031,566 , 9%

All local funds, $568,790 , 5%

Total LCFF funds, $8,969,730, 77 %

All other state funds, $1,090,550 , 9%

All Other LCFF funds, $7,175,311 , 62%

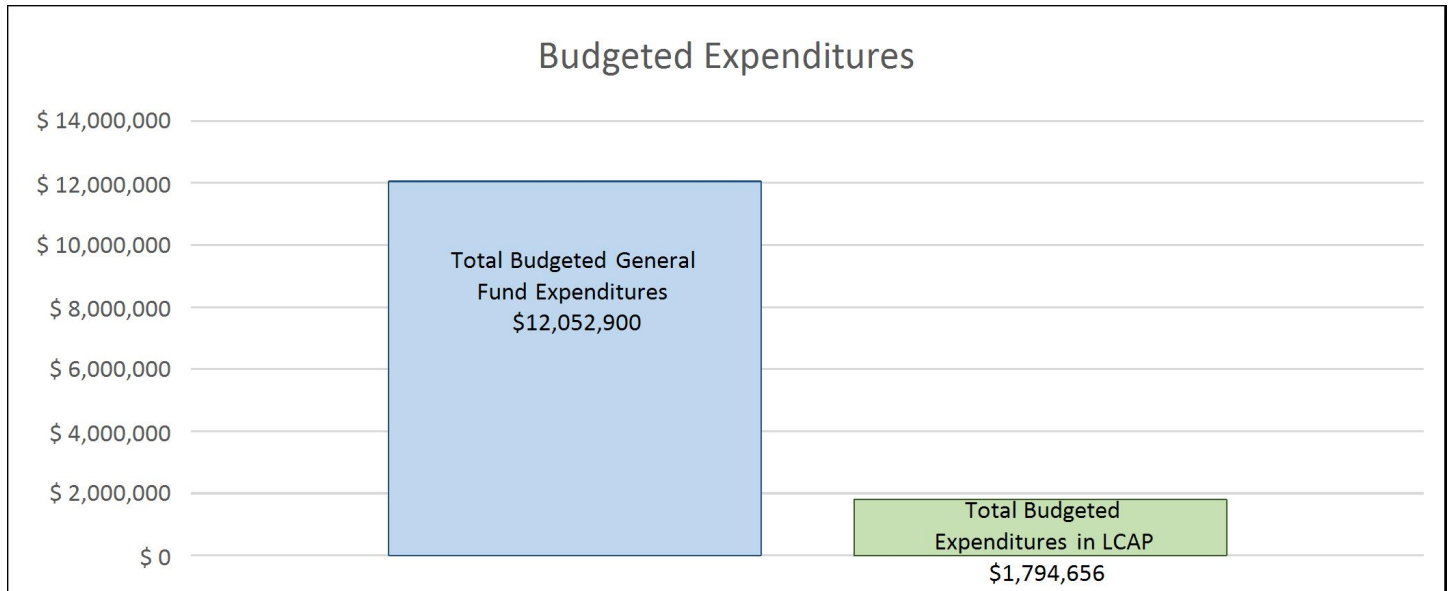LCFF supplemental & concentration grants , $1,794,419 , 15%

This chart shows the total general purpose revenue Kernville Union Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Kernville Union Elementary School District is $11,660,636, of which $8,969,730 is Local Control Funding Formula (LCFF), $1,090,550 is other state funds, $568,790 is local funds, and $1,031,566 is federal funds. Of the $8,969,730 in LCFF Funds, $1,794,419 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Total Budgeted General Fund Expenditures
$12,052,900

Total Budgeted Expenditures in LCAP
$1,794,656

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

Kernville Union Elementary School District plans to spend $12,052,900 for the 2019-20 school year. Of that amount, $1,794,656 is tied to actions/services in the LCAP and $10,258,244 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
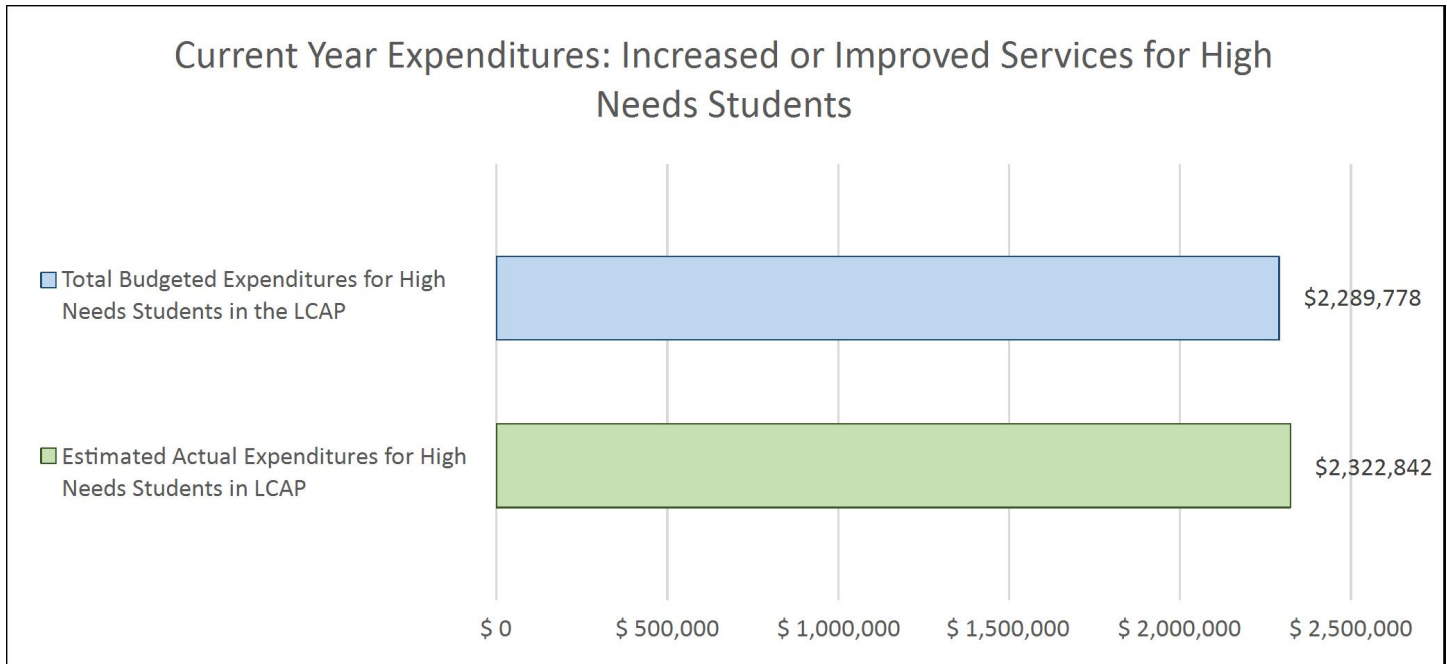
We receive Federal Title I, Part A, Title II, Part A and Title IV, Part A funds.

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

In 2019-20, Kernville Union Elementary School District is projecting it will receive $1,794,419 based on the enrollment of foster youth, English learner, and low-income students. Kernville Union Elementary School District 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, Kernville Union Elementary School District plans to spend $2,304,741 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$2,289,778
☐ Estimated Actual Expenditures for High Needs Students in LCAP	$2,322,842

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000 $ 2,000,000 $ 2,500,000

This chart compares what Kernville Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Kernville Union Elementary School District 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, Kernville Union Elementary School District's LCAP budgeted $2,289,778 for planned actions to increase or improve services for high needs students. Kernville Union Elementary School District estimates that it will actually spend $2,322,842 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name	Contact Name and Title	Email and Phone
Kernville Union Elementary School District	Robin Shive District Superintendent	rshive@kernvilleusd.org 760.379.3651

2017-20 Plan Summary

The Story

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

KUSD serves students in the Kern River Valley, specifically the towns of Lake Isabella, Kernville, Mt. Mesa/Squirrel Valley, Wofford Heights and Bodfish. Our unduplicated students include those in the Free and Reduced Lunch Program, English Language Learners and Foster youth.

Unduplicated students in the Socioeconomically Disadvantaged group numbered 80.4%, English Learners are 1.6% and Foster Youth are 1.1% of all students. Other significant student groups (in order of largest to smallest) are White - 76.0%, Hispanic - 17.0%, Students with Disabilities - 11.8%, American Indian - 3.6%, and African American - 1.1%.

Kernville Union School District serves students at three schools: Kernville Elementary - 125 enrollees; Wallace Elementary - 487 enrollees; and Wallace Middle - 291 enrollees.

LCAP Highlights

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

Through analysis of State summative data, local measures and data, school climate surveys of staff, students and parents, and District Advisory Council/Second Cup of Coffee meetings, we identified focus areas to achieve our vision of "A community united in creating lifelong learners to improve our future through education." Based upon this analysis we identified actions and services to address three goals:
1. Students will have access to a broad course of study and full implementation of State academic standards, including instruction in English Language and Conventions. They will be taught by appropriately credentialed and assigned teachers in facilities maintained in good repair.

2. All stakeholders will be engaged in every students' learning. Parents will be encouraged to participate and provide input. Students will be supported and connected by a school climate that will become more positive and supportive to increase student attendance, and decrease absenteeism, truancy, and suspensions.
3. Students will demonstrate academic achievement on standardized tests, participate in pathways to college and career readiness, and become proficient in English Language and Conventions.

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

Based upon preliminary current year (2019) analysis of State summative data, local measures and data, school climate surveys of staff, students and parents, and District Advisory Council meetings, we have identified excellent progress in English Language Arts student achievement, Chronic absenteeism reduction, and Parent Engagement. We have also made some improvement in Math CAASPP scores and Truancy rates. CAASPP scores in ELA and Math have been aggregated from TOMS data on the CAASPP website. Ninety-six percent of student scores have been reported, and we compared percentages of students that are at or above grade level with prior years. Preliminary 2019 CAASPP scores are showing improvement in English Language Arts and to a lessor extent improvement in Math scores. Preliminary CAASPP data show the percentage of students scoring at or above grade level in ELA are 37% district wide. That is an increase of only 26% at or above in 2018. Preliminary CAASPP data show the percentage of students scoring at or above grade level in Math are 20% district wide. That is an increase of only 16% at or above in 2018.   Chronic Absenteeism has decreased significantly. Internal data show that Kernville Elementary reduced Chronic Absenteeism by 10 percentage points to 7%; Wallace Elementary reduced Chronic Absenteeism by 5 percentage points to 22%; and Wallace Middle reduced by 1 percentage point to 14% Chronically absent. Across the board, students, staff and parents agree that the Intervention classes are making a difference for students who struggle academically according to the annual LCAP survey of students, parents and staff. In addition, students, staff and parents overwhelmingly believe that parents are more engaged than previous years. These positive changes were clearly evident in our annual LCAP Climate Surveys.

To continue our growth in positive culture we will further develop PBIS frameworks and "leading from the middle" philosophy. Our increased collaboration time allotments will continue, as well as providing teacher requested Professional Learning opportunities. We will also continue "Leader In Me" and Restorative Justice practices to enhance our positive culture shifts. We will also continue our newly implemented Attendance Improvement Plan with continuous improvement plans for next year. We are part of the SSAE Consortium with KCSOS, and will step up Professional Development for all staff through this grant.

KCSOS has assisted KUSD with Continuous Improvement (CIP) which will continue our growth in student achievement and Positive Culture. We will participate in the CIP process to address Chronic Absenteeism starting in the 2019-2020 year.

We are implementing the Scale Up MTSS (Multi-Tiered System of Support) Statewide (SUMS) and Learning Communities for School Success Program initiatives to positively strengthen our school culture and climate and to decrease suspension. This will be accomplished through positive, non-punitive frameworks and practices such as Positive Behavior and Intervention Supports, Restorative Practices, Growth Mindset, Universal Design for Learning, The Leader in Me, Safe School Ambassadors, and Crisis Prevention and Interventions.

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

Based upon an analysis of State summative data, local measures and data, school climate surveys of staff, students and parents, and District Advisory Council meetings, we have identified areas that need improvement. During the past two years a leadership team as well as all Certificated staff have participated in a Continuous Improvement Process with Kern County Superintendent of Schools. Although 2018-2019 showed trends of increases in student achievement and decreases in Chronic Absenteeism, student Dashboard levels are still not in the highest levels, specifically Blue and Green. The most intensive improvements are needed in student academic achievement and student attendance.

In an effort to address low student outcomes, the District volunteered to participate in the Continuous Improvement Process offered by Kern County Superintendent of Schools (KCSOS). The District has invested in a year long process to determine issues within our systems and then create a plan to correct those issues so that we have a better learning environment for all students. The plan has been developed and implementation begin in fall, 2018 with the support of KCSOS. Through those efforts positive progress was made. We will continue in the CIP process to further our work towards helping student success.

In 2018, the California Schools Dashboard reported that the District was "red" for Chronic Absenteeism, "orange" for Suspension Rate, English Language Arts (ELA), and Mathematics. Student groups that were "orange" for Suspension Rate include All Students, Homeless, SED, Hispanic, and White. Students with Disabilities and American Indian were "red" for Suspension Rate.   Students groups that were "orange" for ELA achievement are All Students, Homeless, SED, and White. Students with Disabilities were "red" for ELA achievement.   Student groups that were "orange" for Mathematics include All Students, Homeless, SED, Hispanic, and White. Students with Disabilities were "red" for Mathematics achievement. Our progress is promising, but KUSD has room for continued growth and progress.

KUSD will continue with Intervention classes for students with difficulties in ELA. New strategies for 2019-2020 include Professional Learning for teachers in Marzano instructional methods, applying those methods in PLC work, classroom management plans developed through Polly Bath methods, and consulting with a KCSOS coach for fidelity to professional learning.

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

In all Dashboard elements our SED students perform lower than non SED students. Our Students with Disabilities group is the only group lower than all students in both English Language Arts and Mathematics. Students with Disabilities are in the "Red" level on the California Schools Dashboard, while All Students are in the "Orange" level for both ELA and Math. In addition, students who are Socioeconomically Disadvantaged (SED) scored lower than not SED students in both ELA and Math. The not SED students scored 68% higher in ELA, and 90% higher in Math than SED students on the CAASPP tests according to DataQuest (cde.ca.gov).

To help our Students with Disabilities and Socioeconomically Disadvantaged Students succeed, we plan to provide Professional Learning to all of our educators (administrators, teachers, and paraprofessionals) in how to teach Executive Skills and Social Skills to our students. We will also continue with Intensive Interventions for TIer 2 and 3 students for academic success. Student Engagement and School Climate/Culture will continue to improve through positive, evidence based practices and Trauma Informed Practices. Our focus will include PBIS, Restorative Practices, The Leader in Me, and Second Step. We feel that the action steps identified in our Greatest Needs section will increase student achievement for both of these subgroups along with this proposed Professional Learning.

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.

Wallace Elementary School and Kernville Elementary School

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.

Kernville Union School District has agreed to partner with Kern County Superintendent of Schools to help us analyze and state the root cause for the lack of pupil outcomes. The team will meet to identify Problem of Practice, root cause analysis, develop and action plan, and create appropriate metrics.

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.

The District will build capacity within their educational staff through the partnership with KCSOS, Monitoring and evaluating effectiveness will be determined through analysis of interim measurements and annual metrics that are developed with our KCSOS partnership.

The overall improvement of student achievement and school climate will increase as the CSI plan is implemented with fidelity at both schools.

Annual Update

LCAP Year Reviewed: 2018-19

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: Conditions of Learning - Students enrolled in Kernville Union School District will have access to a broad course of study, full implementation of State and academic standards, including access by EL and LI students. Students will be taught by appropriately credentialed staff in facilities that are maintained in good repair.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                     Priority 2: State Standards (Conditions of Learning)
                     Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1 Basic Services >Teachers Appropriately Assigned >Teachers Fully Credentialed >Student access to standards-aligned materials >School facility rating >LCAP Surveys – teachers supportive, instructional materials/supplies provided, and facility condition: Students Parents Staff	18-19 Actual Priority 1 Basic Services >Teachers Appropriately Assigned: 100% >Teachers Fully Credentialed: 88% >Student access to standards-aligned materials: 100% >School facility rating: Exemplary >LCAP Surveys – teachers supportive, instructional materials/supplies provided, and facility condition: Students – 63% positive Parents – 74% positive Staff – 74% positive

18-19
Priority 1 Basic Services

>Teachers Appropriately Assigned: 100%

>Teachers Fully Credentialed: 96%

>Student access to standards-aligned materials: 100%

>School facility rating: Exemplary

>LCAP Surveys – teachers supportive, instructional materials/supplies provided, and facility condition:
Students – 78% positive
Parents – 78% positive
Staff – 80% positive

Baseline
Priority 1 Basic Services

>Teachers Appropriately Assigned: 100%

>Teachers Fully Credentialed: 92%

>Student access to standards-aligned materials: 100%

>School facility rating: Exemplary

>LCAP Surveys – teachers supportive, instructional materials/supplies provided, and facility condition:
Students – 74% positive
Parents – 74% positive
Staff – 72% positive

Metric/Indicator
Priority 2 – Implementation of State Standards

Content standards in all content areas are being taught in all classrooms as evidenced by classroom observations and lesson plans. Learners in English and Academic Language have access to CCSS and ELD standards through designated and integrated language conventions in all classes. NGSS will be fully integrated by 2019-2020 school year.

18-19 Actual

Priority 2 – Implementation of State Standards

Content standards in all content areas are being taught in all classrooms as evidenced by classroom observations and lesson plans. Learners in English and Academic Language have access to CCSS and ELD standards through designated and integrated language conventions in all classes. NGSS will be substantially implemented.

Expected

>Admin Observation Tool – Instructional Rounds
DOK Levels
Student Collaboration/Engagement

>LCAP Surveys - CCSS implemented and plan communicated
Students
Parents
Staff

>RSDSS Rubrics:
ELA
Math
(See CASSI for ELA and Math in this link:
https://padlet.com/herichter/Priority2Tools)

18-19
Priority 2 – Implementation of State Standards

Content standards in all content areas are being taught in all classrooms as
evidenced by classroom observations and lesson plans. Learners in
English and Academic Language have access to CCSS and ELD standards
through designated and integrated language conventions in all classes.
NGSS will be substantially implemented.

>Admin Observation Tool – Instructional Rounds
DOK Levels
Student Collaboration/Engagement
Revised May 2018
Teacher -binary- observed/not observed
Uses mixture of questions/life connections -
Phrases questions: careful, concise and clear -
Addresses questions to whole class,groups, individuals -
Pauses to give wait time -
Uses variety of strategies when calling on students -
Allows students to answer question instead of teacher -
Student- binary - observed/not observed
Complete sentences when answering questions (academic language) -
Can explain their learning - can tell observer what is learned -
Make real life connections -
Uses graphic organizer: frames, journals,organizers, etc. -
Responses to teacher strategies -
students answering questions when prompted -
Level of Rigor - tally marks
Recall DOK 1 -

Actual

>Admin Observation Tool – Instructional Rounds
DOK Levels
Student Collaboration/Engagement
Revised May 2018

Uses mixture of questions/life connections - 3.2
Phrases questions: careful, concise and clear - 4.23
Addresses questions to whole class,groups, individuals - 3.7
Pauses to give wait time - 2.93
Uses variety of strategies when calling on students - 3.67
Allows students to answer question instead of teacher - 2.48
Classroom Management I.e. Dojo, Team Points etc. - 2.55
7 Habits Displayed in Classroom and Used - 2.88
Complete sentences when answering questions (academic language) - 4.73
Can explain their learning and can tell observer what is learned - 7.57
Make real life connections - 3.4
Uses graphic organizer: frames, journals,organizers, etc. - 3.93
Responses to teacher strategies - 3.8
Students answering questions when prompted - 4.3
Students working in groups - 8.1
Following procedures and routines - 3.75
Working on rhyming, cvce, sentence formation - 2.13
Recall DOK 1 - 3.4
Skill/Concept DOK 2 - 1.99
Strategic DOK 3 - 1.44
Extended Thinking DOK 4 - 0.44
Remember - 3.2
Understand (Comprehension) - 2.5
Apply - 2.57
Analyze - 1.0
Evaluate - 0.91
Create (Synthesize) - 0.4
Total - 85.2

>LCAP Surveys - CCSS implemented and plan communicated
Students - 70%
Parents - 79%
Staff - 74%

>RSDSS Rubrics:
ELA – Full Awareness
Math – Developing Awareness

Expected	Actual
Skill/Concept DOK 2 - Strategic DOK 3 - Extended Thinking DOK 4 - Remember - Understand (Comprehension) - Apply - Analyze - Evaluate - Create (Synthesize) - 3 Total - 125 >LCAP Surveys - CCSS implemented and plan communicated Students - 90% Parents - 82% Staff - 82% >RSDSS Rubrics: ELA – Student Awareness Math – Student Awareness (See CASSI for ELA and Math in this link: https://padlet.com/herichter/Priority2Tools) **Baseline** Priority 2 – Implementation of State Standards Content standards in all content areas are being taught in all classrooms as evidenced by classroom observations and lesson plans. Learners in English and Academic Language have access to CCSS and ELD standards through designated and integrated language conventions in all classes. NGSS will be fully implemented by 2019-2020. >Admin Observation Tool – Instructional Rounds - Revised 2017/2018 DOK Levels Student Collaboration/Engagement Revised May 2018 Teacher -binary- observed/not observed Uses mixture of questions/life connections - 3.40 Phrases questions: careful, concise and clear - 2.54 Addresses questions to whole class,groups, individuals - 4.95 Pauses to give wait time - 4.20 Uses variety of strategies when calling on students - 4.15 Allows students to answer question instead of teacher - 5.05 Student- binary - observed/not observed	(See CASSI for ELA and Math in this link: https://padlet.com/herichter/Priority2Tools)

Expected	Actual
Complete sentences when answering questions (academic language) - 4.55 Can explain their learning - can tell observer what is learned - 3.90 Make real life connections - 5.70 Uses graphic organizer: frames, journals,organizers, etc. - 5.50 Responses to teacher strategies - 5.27 students answering questions when prompted - 5.00 Level of Rigor - tally marks Recall DOK 1 - 6.67 Skill/Concept DOK 2 - 5.35 Strategic DOK 3 - 2.61 Extended Thinking DOK 4 - 0.92 Remember - 6.81 Understand (Comprehension) - 6.40 Apply - 3.57 Analyze - 2.75 Evaluate - 3.40 Create (Synthesize) - 4.80 Total - 97.49 >LCAP Surveys - CCSS implemented and plan communicated Students - 86% Parents - 78% Staff - 77% >RSDSS Rubrics: ELA – Developing Awareness Math – Developing Awareness (See CASSI for ELA and Math in this link: https://padlet.com/herichter/Priority2Tools)	
Metric/Indicator Priority 7 - Course Access All students including unduplicated students and special needs students are provided a broad course of study as described in the Education Code. Instruction will include PE for all grades, including adaptations for special needs students. Electives offered in grades 7 and 8 will include preparation for CTE courses, with priority enrollment given to unduplicated and special needs students. >Students in grades 7 and 8 enrolled in electives	18-19 Actual Priority 7 - Course Access All students including unduplicated students and special needs students are provided a broad course of study as described in the Education Code. Instruction will include PE for all grades, including adaptations for special needs students. Electives offered in grades 7 and 8 will include preparation for CTE courses, with priority enrollment given to unduplicated and special needs students. >Students in grades 7 and 8 enrolled in electives - 100%

Expected	Actual
>LCAP Surveys – quality programs and provide broad course of study Students agree Staff agree **18-19** Priority 7 - Course Access All students including unduplicated students and special needs students are provided a broad course of study as described in the Education Code. Instruction will include PE for all grades, including adaptations for special needs students. Electives offered in grades 7 and 8 will include preparation for CTE courses, with priority enrollment given to unduplicated and special needs students. >Students in grades 7 and 8 enrolled in electives - 100% >LCAP Surveys – quality programs and provide broad course of study Students agree - 88% Staff agree - 87% **Baseline** Priority 7 - Course Access All students including unduplicated students and special needs students are provided a broad course of study as described in the Education Code. Instruction will include PE for all grades, including adaptations for special needs students. Electives offered in grades 7 and 8 will include preparation for CTE courses, with priority enrollment given to unduplicated and special needs students. >Students in grades 7 and 8 enrolled in electives - 100% >LCAP Surveys – quality programs and provide broad course of study Students agree - 83% Staff agree - 81%	Courses offered/taken: Future Farmers of America, Art, Yearbook,Business, Spanish, Yoga, Sports, Film Appreciation, Book Talks. >LCAP Surveys – quality programs and provide broad course of study Students agree - 84% Staff agree - 81%

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.
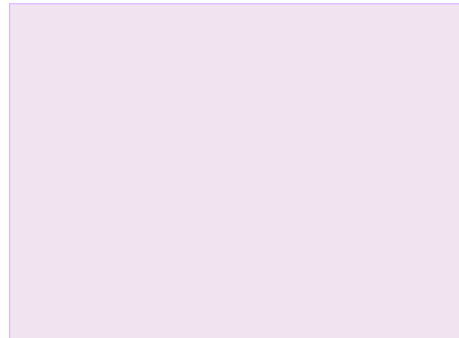
Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Elementary Site Lead/Intervention Teacher Site Lead/Intervention Teacher to support and coach new and seasoned teachers in State Standards, handle some student behaviors, and provide academic interventions for unduplicated elementary students. The majority of unduplicated students are the lowest performing group and benefit from interventions in academic subjects that are provided by highly effective Master Teachers.	Elementary Site Lead/Intervention Teacher Site Lead/Intervention Teacher supported and coached all teachers in State Standards, handled some student behaviors, and provided academic interventions for unduplicated elementary students. Unduplicated students benefited from interventions in academic subjects provided by a highly effective Intervention Teacher.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $41,594 3000-3999: Employee Benefits Supplemental and Concentration $15,751	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $42,740 3000-3999: Employee Benefits LCFF Supplemental and Concentration $15,780

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Technology Staff and Training Maintain technology staff to train teachers in technology software and hardware. Staff to teach and attend professional development and bring the information back to the school sites. Revised 05/2018: Technology Training Technology staff will be funded through General Funds. Technology learning and	Technology Staff and Training Revised 05/2018: Technology Training The District provided Technology training through General Fund.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $5,000	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $3,500

sustainability software and training expenses will be included. Unduplicated students have limited access to technology at home. The District needs to provide this resource to SED students for them to have equitable access to technology software and programs.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Student Devices Maintain, repair and replace electronic devices for instruction to use with digital based textbook learning, access to software programs, and assessments. Unduplicated students have limited access to technology at home. The District needs to provide devices to SED students for them to have equitable access to technology.	Student Devices Maintained, repaired and replaced electronic devices for instruction to use with digital based textbook learning, access to software programs, and assessments.	4000-4999: Books And Supplies Supplemental and Concentration $27,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration $28,000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Academic Diagnostics, Technology Licenses, and Digital Assessments Provide formative, prescriptive data to inform instruction and identify students' progress towards mastery of standards based expectations. To support the	Academic Diagnostics, Technology Licenses, and Digital Assessments Provided formative, prescriptive data that informed instruction and identified students' progress towards mastery of standards based expectations.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $50,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration $949
			5800: Professional/Consulting Services And Operating

programs used, we will update the licensing. The formative and summative assessments will support the cycle of instruction to show evidence of learning and support growth in achievement gaps, along with universal screening and progress monitoring. The majority of unduplicated students in our District have learning gaps due to poverty and limited background experiences/knowledge. Formative and prescriptive assessments and data will identify areas for teachers to drill down to find gaps and needs of unduplicated students. In addition, as interventions are administered teachers will monitor effectiveness of interventions and continue or change course as needed through progress monitoring.

Expenditures LCFF Supplemental and Concentration $69,652

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teacher Collaboration and Professional Development Teachers need time to collaborate and increase collective efficacy for unduplicated student population success. Professional Learning will include Universal Design for Learning, unique strategies for students from poverty, and classroom management techniques designed to be effective through Trauma Informed	Teacher Collaboration and Professional Development Teachers collaborated and increased collective efficacy for unduplicated student population success. Professional Learning included unique strategies for students from poverty, and classroom management techniques designed to be effective through Trauma Informed	2000-2999: Classified Personnel Salaries Supplemental and Concentration $43,479	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $47,314
		3000-3999: Employee Benefits Supplemental and Concentration $9,564	3000-3999: Employee Benefits LCFF Supplemental and Concentration $10,327

Care. These are all issues our unduplicated students groups need to be successful.

1. Provide time, materials and resources for teacher collaboration through the use of minimum and early release days once a week, prep time embedded in the schedule.

2. Provide an additional days before school begins for all staff collaboration and Professional Development.

Care. These are all issues our unduplicated students groups need to be successful.

1. Provided time, materials and resources for teacher collaboration through the use of minimum and early release days once a week, prep time embedded in the schedule.

2. Provided additional days before school began for all staff collaboration and Professional Development.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Course Access Provide elective courses access to all 7th and 8th grade students as identified in Education code by purchasing licenses and support online courses/programs. maintain staff to facilitate and support students in on-line learning and provide additional learning activities as appropriate. Revised 05/2018: Add Kern River Environmental Magnet as an alternative learning experience to facilitate course access for 4th through 8th grade students. Students in our unduplicated count lack resources to experience a wide range of	Course Access Provided elective courses access to all 7th and 8th grade students as identified in Education code by purchasing licenses and support online courses/programs. Maintained staff to facilitate and support students in on-line learning and provided additional learning activities as appropriate. Revised 05/2018: Added Kern River Environmental Magnet as an alternative learning experience to facilitate course access for 4th through 8th grade students.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $77,421 3000-3999: Employee Benefits Supplemental and Concentration $30,396 4000-4999: Books And Supplies Supplemental and Concentration $1,600 5700-5799: Transfers Of Direct Costs Supplemental and Concentration $500 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $11,000	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $79,712 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $4,000 3000-3999: Employee Benefits LCFF Supplemental and Concentration $31,548 4000-4999: Books And Supplies LCFF Supplemental and Concentration $3,350 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $150

knowledge about opportunities for career and technical subjects. To prepare these students for High School and career courses, we will provide educational opportunities unique to our rural, bio-diverse area.

5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $8,500

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Standards-Aligned Materials Printed

Print shop will provide and staff to run print shop for duplication of materials required for at-risk students and SED students - includes supplemental materials and Common Core aligned materials, including all students.

Revised 05/2018:
Interventions for Tier 2 and 3 Students

Standards Aligned supplemental curriculum and diagnostics will be purchased for unduplicated students who struggle academically. A paraprofessional will work with Certificated staff to implement delivery of supplemental curriculum. | Standards-Aligned Materials Printed

Print shop provided and staffed to run print shop for duplication of materials required for at-risk students and SED students - includes supplemental materials and Common Core aligned materials, including all students.

Revised 05/2018:
Interventions for Tier 2 and 3 Students

Standards Aligned supplemental curriculum and diagnostics were purchased for unduplicated students who struggle academically. A paraprofessional worked with Certificated staff to implement delivery of supplemental curriculum. | 2000-2999: Classified Personnel Salaries Supplemental and Concentration $12,087

3000-3999: Employee Benefits Supplemental and Concentration $3,282

4000-4999: Books And Supplies Supplemental and Concentration $20,000 | 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $18,988

3000-3999: Employee Benefits LCFF Supplemental and Concentration $3,408

4000-4999: Books And Supplies LCFF Supplemental and Concentration $22,000 |

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Supplemental Supplies Purchase supplemental supplies for students in our unduplicated count. Students of poverty need basic supplies for homework and classwork. Family incomes are limited and can't provide basic supplies.	Supplemental Supplies Purchased supplemental supplies for students in our unduplicated count. Students of poverty need basic supplies for homework and classwork. Family incomes are limited and can't provide basic supplies.	4000-4999: Books And Supplies Supplemental and Concentration $8,699	4000-4999: Books And Supplies LCFF Supplemental and Concentration $4,000

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.

Action 2 was not implemented. We did not use C3 services from KCSOS this year. All other Actions and Services were implemented as planned.

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

Teacher implementation of California State Standards progressed to Full Awareness from Developing Awareness. Additional interventions for ELA were added. Both of those assisted in increasing ELA CAASPP scores district wide. Purchasing Ready Math Curriculum for the Middle School positively increased Math CAASPP results.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1 - Salaries and Benefits were higher than anticipated due to increases per Collective Bargaining Agreement.
Action 2 - This Action was not implemented and therefore not expenses were incurred.
Action 4 - Additional expenses for Ready Math Curriculum for Math Interventions.
Action 5 - Salaries and Benefits were higher than anticipated due to increases per Collective Bargaining Agreement.
Action 6 - Salaries and Benefits were higher than anticipated due to increases per Collective Bargaining Agreement. An additional part-time paraprofessional and supplies was added to enrich CTE elective classes.
Action 7 - An additional paraprofessional was added to maintain Action integrity for Middle School Interventions.
Action 8 - Expenses were less due to donations from community for student school supplies.

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.

We will add or modify actions to augment CTE courses and interventions for Tier 2 and 3 students. This is especially important for SED students who lack opportunities outside of school to gain background knowledge and experiences.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 2: Engagement - Kernville Union School District will strive to encourage parent input and participation; student attendance will increase while suspensions and expulsion and chronic absenteeism will decrease, thus ensuring a school climate of support and connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 3: Parental Involvement (Engagement)
	Priority 5: Pupil Engagement (Engagement)
	Priority 6: School Climate (Engagement)
Local Priorities:	

Annual Measurable Outcomes

<table>
<tr><td align="center">Expected</td><td align="center">Actual</td></tr>
<tr><td>

Metric/Indicator
Priority 3 - Parental Involvement

Parents of all students, including unduplicated students and students with exceptional needs are encouraged to participate In addition, decision-making groups such as School Site Councils, School Parent Clubs, and District Advisory Committee are invited and encouraged to participate. Parent Education nights will be held. They are invited via software and staff communication through parent portal web page, calendar, social media, newsletters, USPS mailed notices, and Blackboard.

>Family and Community Engagement Metric - RSDSS:
Welcoming to Families
Communicating
Supporting Students
Advocacy
Leadership
Collaborating

>LCAP Surveys – parent participation, input sought, parents valued:
Students
Parents
Staff

</td><td>

Priority 3 - Parental Involvement

Parents of all students, including unduplicated students and students with exceptional needs are encouraged to participate In addition, decision-making groups such as School Site Councils, School Parent Clubs, and District Advisory Committee are invited and encouraged to participate. Parent Education nights will be held. They are invited via software and staff communication through parent portal web page, calendar, social media, newsletters, USPS mailed notices, and Blackboard..

>Family and Community Engagement Metric - RSDSS:
Welcoming to Families - Progressing
Communicating - Emerging
Supporting Students - Progressing
Advocacy - Progressing
Leadership - Emerging
Collaborating - Progressing

>LCAP Surveys – parent participation, input sought, parents valued:
Students - 49% positive
Parents - 71% positive
Staff - 81% positive

</td></tr>
</table>

18-19
Priority 3 - Parental Involvement

Parents of all students, including unduplicated students and students with exceptional needs are encouraged to participate In addition, decision-making groups such as School Site Councils, School Parent Clubs, and District Advisory Committee are invited and encouraged to participate. Parent Education nights will be held. They are invited via software and staff communication through parent portal web page, calendar, social media, newsletters, USPS mailed notices, and Blackboard..

>Family and Community Engagement Metric - RSDSS:
Welcoming to Families - Excelling
Communicating - Excelling
Supporting Students - Excelling
Advocacy - Excelling
Leadership - Excelling
Collaborating - Excelling

>LCAP Surveys – parent participation, input sought, parents valued:
Students - 65% positive
Parents - 75% positive
Staff - 85% positive

	Expected	Actual

Expected

Actual

Baseline
Priority 3 - Parental Involvement

Parents of all students, including unduplicated students and students with exceptional needs are encouraged to participate In addition, decision-making groups such as School Site Councils, School Parent Clubs, and District Advisory Committee are invited and encouraged to participate. Parent Education nights will be held. They are invited via software and staff communication through parent portal web page, calendar, social media, newsletters, USPS mailed notices, and Blackboard.

>Family and Community Engagement Metric - RSDSS:
Welcoming to Families - Emerging
Communicating - Progressing
Supporting Students - Progressing
Advocacy - Emerging
Leadership - Emerging
Collaborating - Progressing

>LCAP Surveys – parent participation, input sought, parents valued:
Students - 55% positive
Parents - 68% positive
Staff - 75% positive

Metric/Indicator
Priority 5 - Pupil Engagement

>Attendance rate:
Kernville Elementary
Wallace Elementary
Wallace Middle

>Chronic Absenteeism rate:
Kernville Elementary
Wallace Elementary
Wallace Middle

>Middle School Dropout rate:
WMS

>High School Dropout rate: n/a
>High School Graduation rate: n/a

Priority 5 - Pupil Engagement

>Attendance rate:
Kernville Elementary - 96%
Wallace Elementary - 93%
Wallace Middle - 94%

>Chronic Absenteeism rate:
Kernville Elementary - 9.35%
Wallace Elementary - 23.73%
Wallace Middle - 14.43%

>Middle School Dropout rate:
WMS - 0%

>High School Dropout rate: n/a
>High School Graduation rate: n/a

>LCAP Surveys – attendance issues addressed:

Expected	Actual
>LCAP Surveys – attendance issues addressed: Students – agree Parents – agree Staff – agree **18-19** Priority 5 - Pupil Engagement >Attendance rate: Kernville Elementary - 96% Wallace Elementary - 95% Wallace Middle - 96.5% >Chronic Absenteeism rate: Kernville Elementary - 6% Wallace Elementary - 14.5% Wallace Middle - 6% >Middle School Dropout rate: WMS - 0% >High School Dropout rate: n/a >High School Graduation rate: n/a >LCAP Surveys – attendance issues addressed: Students – 75% agree Parents – 65% agree Staff – 65% agree **Baseline** Priority 5 - Pupil Engagement >Attendance rate: Kernville Elementary - 95.36% Wallace Elementary - 93.96% Wallace Middle - 94.46% >Chronic Absenteeism rate: Kernville Elementary - 7.52% Wallace Elementary - 17.66% Wallace Middle - 10.26% >Middle School Dropout rate:	Students – 66% agree Parents – 70% agree Staff – 53% agree

Expected	Actual
WMS - 0% >High School Dropout rate: n/a >High School Graduation rate: n/a >LCAP Surveys – attendance issues addressed: Students – 65% agree Parents – 58% agree Staff – 58% agree	
Metric/Indicator Priority 6 School Climate >Suspension rate: Kernville Elementary Wallace Elementary Wallace Middle >Expulsion rate: Kernville Elementary Wallace Elementary Wallace Middle >Truancy rate: Kernville Elementary Wallace Elementary Wallace Middle >LCAP Surveys – quality education, look forward daily, feel safe, help make decisions: Students – agree Parents – agree Staff – agree > CA Healthy Kids Survey: Engagement/Supports Feeling of Safety Substance Abuse **18-19**	Priority 6 School Climate >Suspension rate: Kernville Elementary - 0.00% Wallace Elementary - 2.55% Wallace Middle - 10.49% >Expulsion rate: Kernville Elementary - 0% Wallace Elementary - 0% Wallace Middle- 0% >Truancy rate: Kernville Elementary - 43.88% Wallace Elementary - 54.12% Wallace Middle - 40.98% >LCAP Surveys – quality education, look forward daily, feel safe, help make decisions: Students – 64% agree Parents – 70% agree Staff – 80% agree > CA Healthy Kids Survey: Engagement/Supports - 41% Feeling of Safety - 32% Substance Abuse - 6%

	Expected	Actual

Expected | Actual

Priority 6 School Climate

>Suspension rate:
Kernville Elementary - 0%
Wallace Elementary - 0.3%
Wallace Middle - 0.4%

>Expulsion rate:
Kernville Elementary - 0%
Wallace Elementary - 0%
Wallace Middle- 0%

>Truancy rate:
Kernville Elementary - 30%
Wallace Elementary - 20%
Wallace Middle - 25%

>LCAP Surveys – quality education, look forward daily, feel safe, help make decisions:
Students – 80% agree
Parents – 80% agree
Staff – 89% agree

> CA Healthy Kids Survey:
Engagement/Supports - 64%
Feeling of Safety - 51%
Substance Abuse - 3.1%

Baseline
Priority 6 School Climate

>Suspension rate:
Kernville Elementary - 0%
Wallace Elementary - 3.58%
Wallace Middle - 7.33%

>Expulsion rate:
Kernville Elementary - 0%
Wallace Elementary - 0%
Wallace Middle- 0%

>Truancy rate:
Kernville Elementary - 44.36%

Expected	Actual
Wallace Elementary - 41.29% Wallace Middle - 50.15% >LCAP Surveys – quality education, look forward daily, feel safe, help make decisions: Students – 75% agree Parents – 70% agree Staff – 85% agree > CA Healthy Kids Survey: Engagement/Supports - 53.8% avg Feeling of Safety - 40.7% avg Substance Abuse - 5.3% avg	

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
Positive School Climate 1. Create a menu of monetary and non-monetary incentive awards for Positive Behavior as supported by the PBIS program. Utilize awards daily, weekly and or monthly. Each site will be allocated funds based per unduplicated student count. 2.Maintain staff to analyze data and input data of PBIS program. Revised 05/2018: Budget for staff to input and analyze data is deleted. Classified	Positive School Climate 1. Created a menu of monetary and non-monetary incentive awards for Positive Behavior as supported by the PBIS program. Utilized awards daily, weekly, monthly, and annually. Each site was allocated funds based upon unduplicated student count. 2.Revised 05/2018: Classified staff was trained in PBIS, CPI and The Leader In Me. 3.Revised 05/2018: Certificated staff was trained in PBIS, CPI, and The Leader In Me.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $17,000 2000-2999: Classified Personnel Salaries Supplemental and Concentration $5,000 3000-3999: Employee Benefits Supplemental and Concentration $5,974 4000-4999: Books And Supplies Supplemental and Concentration $16,000	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $17,000 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $8,500 3000-3999: Employee Benefits LCFF Supplemental and Concentration $9,076 4000-4999: Books And Supplies LCFF Supplemental and Concentration $5,869

staff budget will be to train in PBIS, CPI and The Leader In Me.

3.Maintain increased 1.0 FTE to work with and counsel students as an alternative to suspension and building
positive school climate.

Revised 05/2018:
1.0 FTE Behavior Specialist budget moved to Goal 3, Action 10. Certificated staff budget will be to train in PBIS, CPI, and The Leader In Me.

4. Maintain Director of Positive School Climate to train and maintain fidelity of positive school culture. The director will oversee alternative education classes.

Revised 05/2018:
Director of Positive School Climate position eliminated.

5. 3 Alternative education classes will be formed and administration restructured to support the program.

Revised 05/2018:
Alternative education classes (Intervention Classes) will be budgeted in Goal 3, Action 7.

6. Teachers and support staff will be hired and maintained to support students in a variety of Instructional Learning Plans through a specialized classroom

4. Revised 05/2018:
Director of Positive School Climate position eliminated.

5. Revised 05/2018:
Alternative education classes (Intervention Classes) were budgeted in Goal 3, Action 7.

6. Revised 05/2018:
Specialized classroom was budgeted in Goal 1, Action 6.

7. Revised 05/2018:
This is included in #2 and #3 above.

8. Revised 05/2018:
Additional certificated and classified time for extra pay for training in PBIS and The Leader in Me. Students from poverty have gaps in Social Emotional Learning which effects their behavior. By integrating PBIS with the tenets from The Leader In me, students developed socially and emotionally and learned to act in more behaviorally appropriate ways. They also increased executive skills as part of the 7 Habits espoused in The Leader in Me.

5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $4,000

5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $9,200

5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $14,131

that includes Home Instruction, shortened day, alternative curriculum that aligns with FAPE.

Revised 05/2018:
Specialized classroom is budgeted in Goal 1, Action 6.

7. Time for training and pay staff for training of CPI. Our current staff is a trainer of trainers and will train the staff as well as follow-up practice throughout the year to keep CPI current.

Revised 05/2018:
This is included in #2 and #3 above.

8. Train staff regarding teaching executive skills to students of poverty and students with disabilities.

Revised 05/2018:
Additional certificated and classified time for extra pay to be trained in PBIS and The Leader in Me. Students from poverty have gaps in Social Emotional Learning which effects their behavior. By integrating PBIS with the tenets in The Leader In me, students will develop socially and emotionally and learn to act in more behaviorally appropriate ways.

Action 2

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
Truancy and Chronic Absenteeism 1.Maintain a shared truancy /campus officer with a neighbor district to provide efficiency in the use of a highly effective SARB program. Revised 05/2018: SARB Officer expense deleted. 2.Maintain staff to make home visits and phone calls to chronic absent students and check on truants. 3.Maintain staff to make phone calls to unidentified absences. 4.Employ staff to hold in-house suspension in lieu of home based suspension. Revised 05/2018: In-house suspension budget deleted. 05/2018 Add: 5. Postage and printing costs to send attendance letters to parents. The absenteeism rates for unduplicated students are higher and those student groups have more problems getting to school. Increasing unduplicated student attendance will benefit their academic achievement and success.	Truancy and Chronic Absenteeism 1.Revised 05/2018: SARB Officer expense deleted. 2.Maintain staff to make home visits and phone calls to chronic absent students and check on truants. 3.Maintain staff to make phone calls to unidentified absences. 4.Revised 05/2018: In-house suspension budget deleted. 05/2018 Add: 5. Postage and printing costs to send attendance letters to parents. The absenteeism rates for unduplicated students are higher and those student groups have more problems getting to school. Increasing unduplicated student attendance will benefit their academic achievement and success.	2000-2999: Classified Personnel Salaries Supplemental and Concentration $16,063 3000-3999: Employee Benefits Supplemental and Concentration $4,362 4000-4999: Books And Supplies Supplemental and Concentration $5,000	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $12,525 3000-3999: Employee Benefits LCFF Supplemental and Concentration $3,345 4000-4999: Books And Supplies LCFF Supplemental and Concentration $3,500

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Communication with Parents 1. Purchase and support/maintain software and associated expenses to increase communication with parents through parent portal web page, calendar, social media, Blackboard, etc. with a focus on parents of unduplicated students. 2. Purchase paper and pay for copy costs for newsletters. Utilize existing staff for distribution of newsletters with students. 3. Purchase postage to mail out important information to parents.	Communication with Parents 1. Purchased and maintained software and associated expenses to increase communication with parents through parent portal web page, calendar, social media, Blackboard, etc. with a focus on parents of unduplicated students. 2. Purchased paper and paid for copy costs for newsletters. Utilized existing staff for distribution of newsletters with students. 3. Purchased postage to mail out important information to parents	4000-4999: Books And Supplies Supplemental and Concentration $4,000 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $1,322	4000-4999: Books And Supplies LCFF Supplemental and Concentration $4,000 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $1,600

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent Meetings/Trainings 1. C&I leaders to teach classes and facilitate family nights; purchase materials and resources not already available by the District. C&I leaders' stipends to be covered in Goal 3J - Professional Development. 2. Utilize exiting staff , resources, and planned professional development activities to sponsor a	Parent Meetings/Trainings 1. C&I leaders facilitated family nights; purchased materials and resources for Family Nights not already available by the District. C&I leaders' stipends to be covered in Goal 3J - Professional Development. 2. Utilized exiting staff , resources, and planned professional development activities to sponsor	4000-4999: Books And Supplies Supplemental and Concentration $1,089	4000-4999: Books And Supplies LCFF Supplemental and Concentration $1,089

quarterly parent common core training in the District and invite parents to attend at least one staff development session through a district-side professional development activity with a focus on parents of unduplicated students.

3. Provide refreshments and child care with a focus on parents of unduplicated students at DAC meetings, and other parent education nights. Parents of unduplicated students have difficulty attending meetings because of the cost or availability of child care. Providing food during the meetings makes it more appealing for parents to attend and give valuable information to guide the LCAP in addressing the needs of unduplicated students.

4. Family Resource Center will provide Nurturing Parent Classes and Parent Project

a parent common core training in the District.

3. Provided refreshments and child care with a focus on parents of unduplicated students at DAC meetings, and the Superintendent's Second Cup of Coffee. Parents of unduplicated students have difficulty attending meetings because of the cost or availability of child care. Providing food during the meetings makes it more appealing for parents to attend and give valuable information to guide the LCAP in addressing the needs of unduplicated students.

4. Family Resource Center provided Nurturing Parent Classes.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Extra Curricular and Non-Curricular activities Stipends for coaches and athletic director to keep unduplicated students motivated to succeed, team building, and encourage health and fitness. Gives	Extra Curricular and Non-Curricular activities Paid stipends for coaches and the athletic director to keep unduplicated students motivated to succeed, team building, and encourage health and fitness. This	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $7,692 2000-2999: Classified Personnel Salaries Supplemental and Concentration $3,866	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $4,000 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $6,000

opportunity to have experience that may lead to higher education. Can also include other clubs and organization participation as funds allow. Includes all students to foster peer-to-peer collaboration and learning. Statistics show that unduplicated students have a higher obesity rate. By providing physical and team sports opportunities our unduplicated students have lowered BMI.

gave them the opportunity to have experiences that may lead to higher education.
Included all students to foster peer-to-peer collaboration and learning. Statistics show that unduplicated students have a higher obesity rate. By providing physical and team sports opportunities our unduplicated students have lowered BMI.

3000-3999: Employee Benefits Supplemental and Concentration $2,216

3000-3999: Employee Benefits LCFF Supplemental and Concentration $1,664

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Health and Safety Provide nurse services , home visits, calls to parents, triage services and referrals to mental health and health services. The District RN has provided needed health services and referrals to students in poverty whose parents can not afford or get referrals in a timely manner. The District RN has also tracked health indicators for data on effectiveness of Physical Education and extra curricular opportunities for students of poverty.	Health and Safety Provided nurse services , home visits, calls to parents, triage services and referrals to mental health and health services. The District RN provided needed health services and referrals to students in poverty whose parents can not afford or get referrals in a timely manner. The District RN has also tracked health indicators for data on effectiveness of Physical Education and extra curricular opportunities for students of poverty.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $34,494 2000-2999: Classified Personnel Salaries Supplemental and Concentration $38,230 3000-3999: Employee Benefits Supplemental and Concentration $19,188	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $39,081 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $35,772 3000-3999: Employee Benefits LCFF Supplemental and Concentration $23,704

Action 7

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

Transportation 1. Transport students to and from school with emphasis on bus stops in neighborhoods where transportation is more accessible. Unduplicated count students struggle with transportation needs. Bus routes will include all students to conserve resources. 2. Transport students for home instruction and alternative education for successful achievement and student outcomes.	Transportation 1. Transported students to and from school with emphasis on bus stops in neighborhoods where transportation is more accessible. Unduplicated count students struggle with transportation needs. Bus routes included all students to conserve resources. 2. Transported students for home instruction and alternative education for successful achievement and student outcomes.	4000-4999: Books And Supplies Supplemental and Concentration $50,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration $53,000
		5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $32,500	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $31,679
		5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $14,000	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $5,000

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.

All actions were implemented as planned. In addition, an Attendance Improvement Plan was developed and implemented this year. Additional incurred expenses to implement the plan were funded through LCSSP grant.

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

Parent Engagement showed slight improvement as measured through surveys and staff completion of rubrics. Student engagement metrics show improvement in Chronic Absenteeism, but overall attendance rates decreased from prior year. This decrease is attributed to weather and flooding. School climate improved in some areas and needs improvement in other areas as measured by metrics. Specifically, Suspension rates increased at the Middle School, and truancy rates increased at one Elementary School, but decreased at other schools. The SSAE grant is making it possible to provide additional targeted training for staff and services for families to create a more positive culture.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1 - Additional training for staff in The Leader in Me, Restorative Practices and Pro Act were not originally budgeted. In addition, Student incentives included a field trip that was expended as a 5000 (Other Services) category instead of 4000 (Books and Supplies). Salaries and Benefits were higher than anticipated due to increases per Collective Bargaining Agreement.
Action 2 - Less expenditures than planned due to LCSSP grant covering some of the costs.
Action 5 - Salaries were less due to Classified staff paid as coaches rather than Certificated staff.
Action 6 - Salaries and Benefits were higher than anticipated due to increases per Collective Bargaining Agreement.
Action 7 - Transportation costs were lower than 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.

This goal will remain the same for the 2019-2020 year. Additional grants will be used to add funding for more intensive actions and services as described in LCAP. Specifically, Parent Engagement and Student Attendance will be targeted by those additional grants (LCSSP and SSAE).

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 3: Pupil Outcomes - Kernville Union School District students will demonstrate academic achievement on standardized tests, will participate in pathways to college and career readiness. English Learners will become English proficient.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                              Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Expected

Metric/Indicator
Priority 4 - Pupil Achievement

>CAASPP Reading/Literacy - At or above standard:
Kernville
Wallace Elementary
Wallace Middle

>CAASPP Mathematics - At or above standard:
Kernville
Wallace Elementary
Wallace Middle

>CAASPP Science - At or above standard:
5th grade
8th grade

>AYP - n/a

>LCAP Surveys – Students prepared for next grade and college/career ready
Students
Parents
Staff

>% completed UC, CSU requirements or CTE sequence or program - na

>% of ELS that make progress toward English proficiency - na EL reclassification rate - na
California Schools Dashboard indicates N/A due to number of students. Of the 20 students classified as EL % made progress and % were reclassified

>% who have passed AP tests - na

>% who have taken EAP - na

Actual

Priority 4 - Pupil Achievement

>CAASPP Reading/Literacy - At or above standard:
Kernville Elementary - 43%
Wallace Elementary - 41%
Wallace Middle - 37%

>CAASPP Mathematics - At or above standard:
Kernville Elementary - 25%
Wallace Elementary - 22%
Wallace Middle - 18%

>CAASPP Science - At or above standard:
5th grade - n/a
8th grade - n/a

>CAASPP Participation Rate
Kernville Elementary - 99%
Wallace Elementary - 99%
Wallace Middle - 98%

>AYP - n/a

>LCAP Surveys – Students prepared for next grade and college/career ready
Students - 74%
Parents - 61%
Staff - 60%

>% completed UC, CSU requirements or CTE sequence or program - na

>% of ELS that make progress toward English proficiency - na EL reclassification rate - na

>% who have passed AP tests - na

>% who have taken EAP - na

18-19
Priority 4 - Pupil Achievement

>CAASPP Reading/Literacy - At or above standard:
Kernville Elementary - 41%
Wallace Elementary - 39%
Wallace Middle - 32%

>CAASPP Mathematics - At or above standard:
Kernville Elementary - 28%
Wallace Elementary - 29%
Wallace Middle - 24%

>CAASPP Science - At or above standard:
5th grade - increased from baseline
8th grade - increased from baseline

>AYP - n/a

>LCAP Surveys – Students prepared for next grade and college/career ready
Students - 87%
Parents - 70%
Staff - 85%

>% completed UC, CSU requirements or CTE sequence or program - na

>% of ELS that make progress toward English proficiency - na EL reclassification rate - na

>% who have passed AP tests - na

>% who have taken EAP - na

Expected	Actual
Baseline Priority 4 - Pupil Achievement >CAASPP Reading/Literacy - At or above standard: Kernville Elementary - 33% Wallace Elementary - 34% Wallace Middle - 28% >CAASPP Mathematics - At or above standard: Kernville Elementary - 24% Wallace Elementary - 25% Wallace Middle - 20% >CAASPP Science - At or above standard: 5th grade - baseline 8th grade - baseline >AYP - n/a >LCAP Surveys – Students prepared for next grade and college/career ready Students - 82% Parents - 61% Staff - 78% >% completed UC, CSU requirements or CTE sequence or program - na >% of ELS that make progress toward English proficiency - na EL reclassification rate - na >% who have passed AP tests - na >% who have taken EAP - na	
Metric/Indicator Priority 8 - Other Pupil Outcomes >iReady Diagnostic ELA End of Year: Students at or above grade level K 1st 2nd 3rd 4th	Priority 8 - Other Pupil Outcomes >iReady Diagnostic ELA End of Year: Students at or above grade level K - 36% 1st - 42% 2nd - 37% 3rd - 54% 4th - 33% 5th - 24%

5th
6th
7th
8th

>EnVision Math End of Year: Students at or above grade level
K
1st
2nd
3rd
4th
5th

>4 Sight Math End of Year: Students at or above grade level
6th
7th
8th

>Physical Fitness test Pass:
5th
7th

>LCAP Surveys – At risk students make progress
Students
Parents
Staff

18-19
Priority 8 - Other Pupil Outcomes

>iReady Diagnostic ELA End of Year: Students at or above grade level
K - 83%
1st - 50%
2nd - 55%
3rd - 60%
4th - 35%
5th - 40%
6th - 25%
7th - 40%
8th - 45%

>EnVision Math End of Year: Students at or above grade level
K - 90%
1st - 45%

6th - 29%
7th - 33%
8th - 37%

>EnVision Math End of Year: Students at or above grade level
K (ESGI) - 80%
1st - 58%
2nd - 79%
3rd - 34%
4th - 40%
5th - 31%

>4 Sight Math End of Year: Students at or above grade level
6th - 24%
7th - 22%
8th - 22%

>Physical Fitness test Pass:
5th - 72%
7th - 76%

>LCAP Surveys – At risk students make progress
Students - 73% agree
Parents - 49% agree
Staff - 57% agree

2nd - 55%
3rd - 45%
4th - 50%
5th - 40%

>4 Sight Math End of Year: Students at or above grade level
6th - 40%
7th - 40%
8th - 40%

>Physical Fitness test Pass:
5th - 84%
7th - 80%

>LCAP Surveys – At risk students make progress
Students - 82% agree
Parents - 40% agree
Staff - 70% agree

Baseline
Priority 8 - Other Pupil Outcomes

>iReady Diagnostic ELA End of Year: Students at or above grade level
K - 75%
1st - 40%
2nd - 48%
3rd - 50%
4th - 26%
5th - 31%
6th - 18%
7th - 31%
8th - 36%

>EnVision Math End of Year: Students at or above grade level
K - 86% (ESGI)
1st - 37%
2nd - 49%
3rd - 39%
4th - 43%
5th - 25% (4Sight)

>4 Sight Math End of Year: Students at or above grade level
6th - 29%

Expected	Actual
7th - 31% 8th - 28% >Physical Fitness test Pass: 5th - 79% 7th - 76% >LCAP Surveys – At risk students make progress Students - 78% agree Parents - 21% agree Staff - 50% agree	

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
Expanded Learning through Make-Up Attendance School 1.Employ certificated staff and provide transportation for students to attend Make-Up Attendance school for at-risk students 2.Provide supplies for Make -Up Attendance school. Revised May 2018: Action removed	Expanded Learning through Make-Up Attendance School Revised May 2018: Action removed from LCAP. Make-up Attendance School still occurred, but funded through increased ADA.		

Action 2

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

| Broad Course Access - Science

Maintain credentialed science teacher to reduce average class size in grades 4-8 to 25 students to 1 teacher, and provide science classes. Smaller class sizes give teachers the opportunity to focus on developing a student-teacher relationship that fosters increased connectedness between them. This connectedness is missing in many of our unduplicated students. | Broad Course Access - Science

Maintained credentialed science teacher to reduce average class size in grades 4-8 to 25 students to 1 teacher, and provided science classes. Smaller class sizes gave teachers the opportunity to focus on developing a student-teacher relationship that fostered increased connectedness between them. This connectedness is missing in many of our unduplicated students. | 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $63,301

3000-3999: Employee Benefits Supplemental and Concentration $27,689 | 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $77,342

3000-3999: Employee Benefits LCFF Supplemental and Concentration $30,036 |

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Every Student Eats Breakfast 1. Maintain staff to serve breakfast in the classrooms. Our unduplicated student population come from families with limited financial means and many come to school hungry. By providing the students with a nutritious breakfast they have a greater attention span and ability to concentrate on academics and school. 2. Maintain custodial time to clean classrooms due to increased spills in the classroom due to students eating in the classroom.	Every Student Eats Breakfast 1. Maintained staff to serve breakfast in the classrooms. Our unduplicated student population comes from families with limited financial means and many come to school hungry. By providing the students with a nutritious breakfast they had a greater attention span and ability to concentrate on academics and school. 2. Maintained custodial time to clean classrooms due to increased spills in the classroom due to students eating in the classroom.	2000-2999: Classified Personnel Salaries Supplemental and Concentration $18,875 3000-3999: Employee Benefits Supplemental and Concentration $13,143	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $19,443 3000-3999: Employee Benefits LCFF Supplemental and Concentration $13,211

Action 4

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
Special Education Inclusion The majority of our Students with Disabilities is in our unduplicated student count. Parents are not able to financially afford services to ease the access to an equitable environment. Delivery of specialized services and supports through in- class delivery provided by special education certificated and classified staff in tandem with the classroom teacher to ensure that students have access and can succeed in the core curriculum and meet expected standards and the goals of ILPs through services and supports. Use of existing staff and materials.	Special Education Inclusion The majority of our Students with Disabilities is in our unduplicated student count. Parents are not able to financially afford services to ease the access to an equitable environment. Delivery of specialized services and supports through in- class delivery provided by special education certificated and classified staff in tandem with the classroom teacher ensured that students had access in the core curriculum and met expected standards and the goals of Special Education Inclusion.	2000-2999: Classified Personnel Salaries Supplemental and Concentration $66,679 3000-3999: Employee Benefits Supplemental and Concentration $18,106	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $68,680 3000-3999: Employee Benefits LCFF Supplemental and Concentration $14,327

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Course Access - PE Increase to a 1.75 FTE for 4th-8th grade physical education which will help students of LI populations become more physically active to help cut down on obesity and sharpen academic precision. Revised 05/2018: Increase to 2.0 FTE PE teachers.	Course Access - PE Revised 05/2018: Employed 2.0 FTE PE teachers for 4th-8th grade physical education which helped students of Low Income populations become more physically active which helped cut down on obesity and sharpened academic precision.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $146,021 3000-3999: Employee Benefits Supplemental and Concentration $59,100	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $150,402 3000-3999: Employee Benefits LCFF Supplemental and Concentration $54,470

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
LCAP Data Analysis Increase staff to .5 FTE to analyze data and support Dashboard reports of data to stakeholders. Revised 05/2018: Decrease staff time to 0.3 FTE to data analysis and Dashboard support. Progress and analysis of unduplicated student measures is reported regularly for a continuous improvement process and to refine actions to meet the needs of unduplicated students.	LCAP Data Analysis Revised 05/2018: Maintained Administrator time to 0.3 FTE for data analysis and Dashboard support. Progress and analysis of unduplicated student measures was reported regularly for a continuous improvement process and to refine actions to meet the needs of unduplicated students.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $32,898 3000-3999: Employee Benefits Supplemental and Concentration $10,973	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $34,456 3000-3999: Employee Benefits LCFF Supplemental and Concentration $11,115

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Response to Intervention Maintain intervention programs and referral processes from 2015-2016; make adjustments to programs, processes and services as identified through the use of on-going monitoring of student data. Create two Alternative Education classrooms for students needing smaller groupings, adjusted schedules and other interventions. Revised 05/2018 Add another Alternative Education classroom to make a total of 4.5 FTE. The District has made	Response to Intervention Revised 05/2018 Maintained intervention programs and referral processes from 2015-2016; made adjustments to programs, processes and services as identified through the use of on-going monitoring of student data. Created 4.5FTE Alternative Education classrooms for students needing smaller groupings, adjusted schedules and other interventions. District has made progress with our unduplicated students through this method of intensive delivery.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $287,604 2000-2999: Classified Personnel Salaries Supplemental and Concentration $49,135 3000-3999: Employee Benefits Supplemental and Concentration $138,468	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $295,563 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $50,719 3000-3999: Employee Benefits LCFF Supplemental and Concentration $139,239 4000-4999: Books And Supplies LCFF Supplemental and Concentration $2,600

progress with our unduplicated students through this method of intensive delivery. We will increase the number of certificated and classified staff to provide more of the unduplicated students academic interventions.

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
ELD Coordinator Maintain staff members to analyze data regarding performance and progress of English Language Learners to teachers as a way to inform instruction and use of instructional strategies. the coordinator will attend ELD trainings and serve as a trainer of trainers for the district.	ELD Coordinator Maintained staff members to analyze data regarding performance and progress of English Language Learners to teachers as a way to inform instruction and use of instructional strategies. the coordinator attended ELD trainings and served as a trainer of trainers for the district.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $743 3000-3999: Employee Benefits Supplemental and Concentration $257	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $803 3000-3999: Employee Benefits LCFF Supplemental and Concentration $265

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional Development Provide on-going professional development/coaching for C&I leaders and administrators every month from an expert in working with student's of poverty utilizing a trainer of trainer model. C&I leaders will serve as early implementers and provide like information and strategies to staff	Professional Development Provided on-going professional development/coaching for C&I leaders and administrators every month from an expert in working with student's of poverty utilizing a trainer of trainer model. C&I leaders served as early implementers and provided like information and strategies to staff	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $30,000 3000-3999: Employee Benefits Supplemental and Concentration $5,752 5800: Professional/Consulting Services And Operating	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $15,000 3000-3999: Employee Benefits LCFF Supplemental and Concentration $2,809 5000-5999: Services And Other Operating Expenditures LCFF

| | | Expenditures Supplemental and Concentration $7,939 | Supplemental and Concentration $3,000 |
| | | | 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $10,500 |

through district-wide, school-wide, grade level or content-alike groups through PLCs.
Support teachers in cultural and 4C's strategies within classrooms.

through district-wide, school-wide, grade level or content-alike groups through PLCs.
Supported teachers in cultural and 4C's strategies within classrooms.

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Behavior Interventions Maintain 1 FTE behavior specialist to deliver counseling services to 6th- 8th grade students to address emotional, behavioral, and truancy issues that serve as a barrier to student learning. Revised 05/2018: Increase to 2.0 FTE Behavior Intervention Specialists. Our data shows that students in our unduplicated count struggle with appropriate behavior at school. The Behavior Specialist was able to address student issues effectively at the Middle school. The additional Behavior Specialist will work with unduplicated Elementary students.	Behavior Interventions Revised 05/2018: Maintained 2.0 FTE behavior specialists to deliver counseling services to 6th- 8th grade students to address emotional, behavioral, and truancy issues that serve as a barrier to student learning.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $105,915 3000-3999: Employee Benefits Supplemental and Concentration $55,981	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $101,138 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $1,812 3000-3999: Employee Benefits LCFF Supplemental and Concentration $52,174

Action 11

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

Tutoring Maintain extra hour service for tutoring from paraprofessional and/or teacher at lunch, before and after school for at-risk student populations. The District has made progress with our unduplicated students through after school and lunchtime tutoring. This intervention supplements the Response to Intervention Action above for our unduplicated students.	Tutoring Maintained extra hour service for tutoring from teachers at lunch, before and after school for at-risk student populations.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $4,500 3000-3999: Employee Benefits Supplemental and Concentration $863	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $4,500 3000-3999: Employee Benefits LCFF Supplemental and Concentration $843

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.

All actions were implemented as planned. Action #1 was eliminated in May, 2018 from the LCAP, but it was still implemented through General Fund.

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

Since the Distance from 3 (DF3) and Dashboard results have not been published yet, a determination of student academic achievement cannot be fully determined. Benchmark data indicate small overall increases in both ELA and Math achievement. Preliminary CAASPP scores show increases in ELA for all grade levels as compared to last year. Math CASSPP scores are indicating District wide increases as compared to last year. Kernville Elementary is showing increased academic achievement over the past two years, Wallace Elementary and Wallace Middle Schools are showing increases over the last three years in ELA. (This is from preliminary data for CAASPP student scores.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2 - Certificated salary and benefits were higher than anticipated due to higher negotiated salary and change of teacher (who was more senior and higher on salary schedule).
Action 3, 4 - Classified salary was higher than budgeted due to negotiated Collective Bargaining Agreement.

Action 5, 6, 7, 8 - Certificated salary was higher than budgeted due to negotiated Collective Bargaining Agreement.
Action 7 - Books and Supplies were purchased to implement Interventions for students in Tier 2 and 3.
Action 9 - Professional Development for staff was offered through outside sources instead of in-house staff, which resulted in savings on the total expended for this Action.
Action 10 - New Behavior Interventionist was hired at a lower salary rate than budgeted. Classified support was added for a small amount to assist behaviorist.

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.

Salary and Benefit costs have been increased in anticipation of Collective Bargaining Agreement settlements, COLA, and Steps and Columns.
Goal, Expected Outcomes, Metrics, Actions and Services will remain the same for 2019-2020.

Annual Update

LCAP Year Reviewed: **2018-19**

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 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

	Expected	Actual

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

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.

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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.

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?

Each Board Meeting we have included information about the LCFF/LCAP, metric analysis, and data measurements. The District Advisory Committee (DAC) and Superintendent's Second Cup of Coffee met to provide essential contributions to our LCAP development. The DAC and 2nd Cup included parents of unduplicated students, members from both Bargaining Units (certificated and classified), administrators, and Board members.

1. August 14, 2018 Board Meeting - Report on California Schools Dashboard as well as District Vision, Mission, Goals and Objectives. Local news media attended and reported in weekly newspaper. Superintendent recapped Board meeting and emailed highlights to all KUSD staff.

2. September 11, 2018 Board Meeting - Report on Attendance metrics as well as District Vision, Mission, Goals and Objectives. Local news media attended and reported in weekly newspaper. Superintendent recapped Board meeting and emailed highlights to all KUSD staff.

3. October 9, 2018 Board Meeting - Report on CAASPP scores and Attendance metrics as well as District Vision, Mission, Goals and Objectives. Local news media attended and reported in weekly newspaper. Superintendent recapped Board meeting and emailed highlights to all KUSD staff.

4.   October 16, 2018 DAC Meeting - Reviewed purpose of DAC, LCAP Introduction, and CAASPP Results. In attendance were certificated staff, parents, grandparents, students, Board member, and District/School Administrators.

5. November 13, 2018 Board Meeting - Report on Local Indicators for California Schools Dashboard, Attendance metrics as well as District Vision, Mission, Goals and Objectives. Local news media attended and reported in weekly newspaper. Superintendent recapped Board meeting and emailed highlights to all KUSD staff.

6.   November 21, 2018 Parent Meeting - Positive School Climate information for parents. Parents, teachers, Behavior Intervention staff, Administrators and Board member attended.

7.   December 11, 2018 Board Meeting - Report on CDE Dashboard and Attendance metrics as well as District Vision, Mission, Goals and Objectives. Local news media attended and reported in weekly newspaper. Superintendent recapped Board meeting and emailed highlights to all KUSD staff.

8. January 8, 2019 Board Meeting - Report on Attendance metrics and District Mission Statement. Local news media attended and reported in weekly newspaper. Superintendent recapped Board meeting and emailed highlights to all KUSD staff.

9. January 29, 2019 - 2nd Cup of Coffee. Topics covered were student attendance, school safety and security, communication with parents, and parent involvement. In attendance were classified staff, certificated staff, parents, grandparents, Board members and District/School Administrators.

10. February 12, 2019 - Board Meeting - Report on Attendance metrics and DAC/2nd Cup of Coffee. Local news media attended and reported in weekly newspaper. Superintendent recapped Board meeting and emailed highlights to all KUSD staff.

11.   February 26, 2019 - Second Cup of Coffee with Superintendent to follow up from prior month and review. Discussion with unduplicated parents regarding increasing or improving services for students.

12.   March 12, 2019 Board Meeting - presented data on metrics for academic achievement and student engagement/climate, 2nd Cup of Coffee and LCAP Survey. Local news media attended and reported in weekly newspaper. Superintendent recapped Board meeting and emailed highlights to all KUSD staff.

13.   March 25, 2019 - LCAP survey sent to parents, students and staff.

14.   April 9, 2019 Board Meeting - Report on Attendance metrics. Local news media attended and reported in weekly newspaper. In attendance were classified staff, certificated staff, parents, grandparents, studetns and District/School Administrators.

13.   May 14, 2019 Board Meeting - Reported results of annual LCAP survey, Attendance metrics, and CIP process. Local news media attended and reported in weekly newspaper. Superintendent recapped Board meeting and emailed highlights to all KUSD staff.

14.   June 4, 2019 Board Meeting Public Hearing for LCAP 2017-2020. Local news media attended and reported in weekly newspaper. Superintendent recapped Board meeting and emailed highlights to all KUSD staff.

15.   June 18, 2019 Board Meeting Board Approval of 2017-2020 LCAP.

Each month beginning in August, the LCAP was discussed and a review of the progress on each goal was provided by the principals, MOT supervisor, and/or superintendent. Beginning in January Administrator Cabinet met weekly in a PLC format to analyze data and

monitor progress. The CIP committee met with KCSOS all year. In addition, the District Advisory Committee met prior to the board meetings beginning in January. The LCAP was reviewed, input was given on the actions and services listed inside each goal, what has been implemented, what is in process and what has yet to be initiated with discussion on delayed implementation or removal from the plan. The Committee looked at each priority, goal, action and service and aligned each with all data provided through the process of on-going monitoring of data through our identified matrices as well as other evidence/artifacts as appropriate.

Impact on LCAP and Annual Update

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

1. Inform the public about the changes in educational funding and development of plans with an invitation for the public to be a part of the changes. Reviewed LCFF and LCAP and recruited and invited stakeholder groups to join the District as participants in the process.

2. Provide specific information about the funds available to the District and sources, etc. Be transparent in the budget changes including the state revenue and the LCAP expenditure plan.

3. Invited the public to be a part of the writing of the LCAP along with providing stakeholder input regarding what the schools should implement, modify or delete to make a stronger academic program for ALL students.

4. Identification of the top 4 goals from DAC meeting: Student Achievement with an emphasis on literacy, Positive School Climate, and Parent Involvement became the focus for this year and our "power priorities" in writing the LCAP. Pupil engagement, more principal observations to support and guide teachers in the implementation through use of a checklist developed by stakeholder groups, maintain small class sizes to increase student engagement, Pupil Achievement considerations for Intervention teachers and the need for an assessment tool that is both diagnostic(prescriptive) and can serve as a benchmark (formative.)

5. The LCFF was reviewed to help make decisions to ensure that the identified priority actions and services based on best practice and evidence would be assigned priority funding.

6. The Board focused on the top 4 priorities: Pupil Achievement, School Climate, Parental Involvement and Implementation of State Standards and sought out input of stake holders. Looked at interim assessments to look at current progress of implemented programs.

7. Report to the Board and our internal and external stakeholders regarding the status of the implementation of the 2016-2017 Plan and to-date impacts. Addressed both the celebrations and the challenges. Keep all informed and involved as part of our commitment to strengthen parental and community involvement as a best practice for student success.

8. Sent surveys to staff, students and parents to get more input for the CAP and reach more stakeholders to expand our opportunities for input and collaboration.

9. Stakeholder meeting that focused on capturing the supplemental and concentration programs that were stated in the Base.

10. Provided an opportunity for stakeholders to have anonymous input through the LCAP survey as well as provide information about how the questions were developed and how the input from the survey would be used.

11. DAC reviewed prior and any new in-progress data based on implementation of actions and services and reviewed very survey to identify the strengths and weaknesses of our educational program as supported by survey response(s.) These strengths and weaknesses were compared to the actions and services identified in the LCAP. Additional services and a change in services delivery model for interventions and support services were recommended for ED students and a need for counseling services was addressed by adding services.

12. Teacher-created EBLMs were replaced by purchased curriculum because of teacher requests and new teachers' skill levels. LCFF funds were used to partially pay for ELA and Math curriculum.

13. The Board reviewed the rough draft and had opportunity to ask questions and comment along with the Public. All board members agreed with the recommendations of the DAC.

14. The DAC will review the final draft to prepare the LCAP and LCFF for the public funding hearing at the June 4, 2019 Board Meeting. Final approval on June 24, 2019.

15. The public will have opportunity to state concerns to the board that were not previously stated regarding the LCFF budget and the LCAP on June 4, 2019 with final approval slated for June 24, 2019.

The LCAP was reviewed and reports with evidence to support was provided on the actions and services listed inside each goal in terms of what has been implemented i.e.. Success for All (SFA) Math, diagnostic and benchmark assessments for math and reading, implementation of PBIS and professional development for teachers in common core state standards; what is in progress i.e.. on-going class size reduction (CSR), development of a classroom observation tool, professional development for PBIS and New California State Standards (NCSS),CSR and award incentives or students and parents for attendance and behavior; and what has not yet been initiated for consideration of postponement to a future year or deletion from the plan i.e.. there is a need for more focus on selected actions and services instead of trying to complete them all.
The Committee reviewed the LCAP by goal/actions and services through the use of all data including the specific matrices identified in the plan. Through this monitoring process, the annual update was written. The process of continuously reviewing the status of implementation of the actions and services of the LCAP and its impact on the achievement of identified goals provided the opportunity to make small in-progress adjustments based on our monitoring practices as well as to initially inform the development of

the 2017-2020 LCAP. The District and our stakeholders determined that the 2017-2020 LCAP will reduce the number of actions and services and provide additional time, as appropriate, for the roll out of some actions and services as identified through our on-going review and annual outcomes report. Additionally, this process has allowed the district and stakeholders to further examine needs and research proven practices and structures, etc. that will support ALL students' achievement of expected standards(i.e.. expand delivery of services to special education students in a classroom-based model rather than pull-out) and/or to modify focus in actions and services based on data. Additionally, the annual update highlighted actions and services that should be expanded based on their positive impact (i.e.. SFA math for middle school; PBIS; the initial development of New California State Standards aligned curriculum utilizing standards- based lesson design; support provided through the addition of a behavioral specialist to support the learning of children who have emotional and/or behavioral disabilities.)

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

Goal 1

Goal 1: Conditions of Learning - Students enrolled in Kernville Union School District will have access to a broad course of study, full implementation of State and academic standards, including access by EL and LI students. Students will be taught by appropriately credentialed staff in facilities that are maintained in good repair.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                    Priority 2: State Standards (Conditions of Learning)
                    Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Kernville Elementary needs an Alternative TOSA (teacher on special assignment) to provide intervention instruction for students needing additional supports.

The teacher shortage has resulted in employment of PIPs and STIPs. Teachers not fully credentialed need mentoring and assistance to ensure successful student achievement.

New California State Standards require students to be proficient with technology and learn through various technologically- based programs. Student devices and technical support services need to be enhanced for student proficiency.

CTE preparation courses needs to be available for 7th and 8th grade students.

New California State Standards require additional supplies, materials and copies beyond the scope of currently adopted curriculum.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1 Basic Services >Teachers Appropriately Assigned >Teachers Fully Credentialed >Student access to standards-aligned materials >School facility rating >LCAP Surveys – teachers supportive, instructional materials/supplies provided, and facility condition: Students Parents Staff	Priority 1 Basic Services >Teachers Appropriately Assigned: 100% >Teachers Fully Credentialed: 92% >Student access to standards-aligned materials: 100% >School facility rating: Exemplary >LCAP Surveys – teachers supportive, instructional materials/supplies provided, and facility condition: Students – 74% positive Parents – 74% positive Staff – 72% positive	Priority 1 Basic Services >Teachers Appropriately Assigned Goal: 100% Actual: 100% >Teachers Fully Credentialed Goal: 94% Actual: 95% >Student access to standards-aligned materials Goal: 100% Actual: 100% >School facility rating Goal: Exemplary Actual: Exemplary >LCAP Surveys – teachers supportive, instructional materials/supplies provided, and facility condition: Students Goal – 76% positive Actual: 77% Parents Goal – 76% positive Actual: 69% Staff Goal – 75% positive Actual: 77%	Priority 1 Basic Services >Teachers Appropriately Assigned: 100% Actual: 100% >Teachers Fully Credentialed: 96% Actual: 88% >Student access to standards-aligned materials: 100% Actual: 100% >School facility rating: Exemplary Actual: Exemplary >LCAP Surveys – teachers supportive, instructional materials/supplies provided, and facility condition: Students – 78% positive Actual: 63% Parents – 78% positive Actual: 74% Staff – 80% positive Actual: 74%	Priority 1 Basic Services >Teachers Appropriately Assigned: 100% >Teachers Fully Credentialed: 98% >Student access to standards-aligned materials: 100% >School facility rating: Exemplary >LCAP Surveys – teachers supportive, instructional materials/supplies provided, and facility condition: Students – 80% positive Parents – 80% positive Staff – 85% positive

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 2 – Implementation of State Standards Content standards in all content areas are being taught in all classrooms as evidenced by classroom observations and lesson plans. Learners in English and Academic Language have access to CCSS and ELD standards through designated and integrated language conventions in all classes. NGSS will be fully integrated by 2019-2020 school year. >Admin Observation Tool – Instructional Rounds DOK Levels Student Collaboration/Engagement >LCAP Surveys - CCSS implemented and plan communicated Students Parents Staff >RSDSS Rubrics:	Priority 2 – Implementation of State Standards Content standards in all content areas are being taught in all classrooms as evidenced by classroom observations and lesson plans. Learners in English and Academic Language have access to CCSS and ELD standards through designated and integrated language conventions in all classes. NGSS will be fully implemented by 2019-2020. >Admin Observation Tool – Instructional Rounds - Revised 2017/2018 DOK Levels Student Collaboration/Engagement Revised May 2018 Teacher -binary- observed/not observed Uses mixture of questions/life connections - 3.40	Priority 2 – Implementation of State Standards Content standards in all content areas are being taught in all classrooms as evidenced by classroom observations and lesson plans. Learners in English and Academic Language have access to CCSS and ELD standards through designated and integrated language conventions in all classes. NGSS will be partially implemented. >Admin Observation Tool – Instructional Rounds DOK Levels Student Collaboration/Engagement Revised May 2018 Teacher -binary- observed/not observed Uses mixture of questions/life connections - 4.2 Phrases questions: careful, concise and clear - 4.55	Priority 2 – Implementation of State Standards Content standards in all content areas are being taught in all classrooms as evidenced by classroom observations and lesson plans. Learners in English and Academic Language have access to CCSS and ELD standards through designated and integrated language conventions in all classes. NGSS will be substantially implemented. >Admin Observation Tool – Instructional Rounds DOK Levels Student Collaboration/Engagement Revised May 2018 Teacher -binary- observed/not observed Uses mixture of questions/life connections - Phrases questions: careful, concise and clear -	Priority 2 – Implementation of State Standards Content standards in all content areas are being taught in all classrooms as evidenced by classroom observations and lesson plans. Learners in English and Academic Language have access to CCSS and ELD standards through designated and integrated language conventions in all classes. NGSS will be fully implemented. >Admin Observation Tool – Instructional Rounds DOK Levels Student Collaboration/Engagement Revised May 2018 Teacher -binary- observed/not observed Uses mixture of questions/life connections - Phrases questions: careful, concise and clear -

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELA Math (See CASSI for ELA and Math in this link: https://padlet.com/herichter/Priority2Tools)	Phrases questions: careful, concise and clear - 2.54 Addresses questions to whole class,groups, individuals - 4.95 Pauses to give wait time - 4.20 Uses variety of strategies when calling on students - 4.15 Allows students to answer question instead of teacher - 5.05 Student- binary - observed/not observed Complete sentences when answering questions (academic language) - 4.55 Can explain their learning - can tell observer what is learned - 3.90 Make real life connections - 5.70 Uses graphic organizer: frames, journals,organizers, etc. - 5.50 Responses to teacher strategies - 5.27 students answering questions when prompted - 5.00 Level of Rigor - tally marks	Addresses questions to whole class,groups, individuals - 4.16 Pauses to give wait time - 3.20 Uses variety of strategies when calling on students - 3.03 Allows students to answer question instead of teacher - 3.70 Student- binary - observed/not observed Complete sentences when answering questions (academic language) - 3.80 Can explain their learning - can tell observer what is learned - 3.56 Make real life connections - 3.67 Uses graphic organizer: frames, journals,organizers, etc. - 3.00 Responses to teacher strategies - 3.38 students answering questions when prompted - 3.46 Level of Rigor - tally marks Recall DOK 1 - 10.63 Skill/Concept DOK 2 - 6.21	Addresses questions to whole class,groups, individuals - Pauses to give wait time - Uses variety of strategies when calling on students - Allows students to answer question instead of teacher - Student- binary - observed/not observed Complete sentences when answering questions (academic language) - Can explain their learning - can tell observer what is learned - Make real life connections - Uses graphic organizer: frames, journals,organizers, etc. - Responses to teacher strategies - students answering questions when prompted - Level of Rigor - tally marks Recall DOK 1 - Skill/Concept DOK 2 - Strategic DOK 3 -	Addresses questions to whole class,groups, individuals - Pauses to give wait time - Uses variety of strategies when calling on students - Allows students to answer question instead of teacher - Student- binary - observed/not observed Complete sentences when answering questions (academic language) - Can explain their learning - can tell observer what is learned - Make real life connections - Uses graphic organizer: frames, journals,organizers, etc. - Responses to teacher strategies - students answering questions when prompted - Level of Rigor - tally marks Recall DOK 1 - Skill/Concept DOK 2 - Strategic DOK 3 -

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Recall DOK 1 - 6.67 Skill/Concept DOK 2 - 5.35 Strategic DOK 3 - 2.61 Extended Thinking DOK 4 - 0.92 Remember - 6.81 Understand (Comprehension) - 6.40 Apply - 3.57 Analyze - 2.75 Evaluate - 3.40 Create (Synthesize) - 4.80 Total - 97.49 >LCAP Surveys - CCSS implemented and plan communicated Students - 86% Parents - 78% Staff - 77% >RSDSS Rubrics: ELA – Developing Awareness Math – Developing Awareness (See CASSI for ELA and Math in this link: https://padlet.com/herichter/Priority2Tools)	Strategic DOK 3 - 15.22 Extended Thinking DOK 4 - 7.04 Remember - 5.63 Understand (Comprehension) - 7.72 Apply - 4.09 Analyze - 3 53 Evaluate - 2.94 Create (Synthesize) - 3.83 Total - 110.55 >LCAP Surveys - CCSS implemented and plan communicated Students - 88% Actual: 81% Parents - 80% Actual: 83% Staff - 80% Actual: 75% >RSDSS Rubrics: ELA – Full Awareness Actual: Developing Awareness Math – Full Awareness Actual: Developing Awareness (See CASSI for ELA and Math in this link: https://padlet.com/herichter/Priority2Tools)	Extended Thinking DOK 4 - Remember - Understand (Comprehension) - Apply - Analyze - Evaluate - Create (Synthesize) - Total - 125 >LCAP Surveys - CCSS implemented and plan communicated Students - 90% Actual: 70% Parents - 82% Actual: 79% Staff - 82% Actual: 74% >RSDSS Rubrics: ELA – Student Awareness Actual: Full Awareness Math – Student Awareness Actual: Developing Awareness (See CASSI for ELA and Math in this link: https://padlet.com/herichter/Priority2Tools)	Extended Thinking DOK 4 - Remember - Understand (Comprehension) - Apply - Analyze - Evaluate - Create (Synthesize) - 3 Total - 140 >LCAP Surveys - CCSS implemented and plan communicated Students - 92% Parents - 84% Staff - 84% >RSDSS Rubrics: ELA – Full Implementation Math – Full Implementation (See CASSI for ELA and Math in this link: https://padlet.com/herichter/Priority2Tools)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 7 - Course Access All students including unduplicated students and special needs students are provided a broad course of study as described in the Education Code. Instruction will include PE for all grades, including adaptations for special needs students. Electives offered in grades 7 and 8 will include preparation for CTE courses, with priority enrollment given to unduplicated and special needs students. >Students in grades 7 and 8 enrolled in electives >LCAP Surveys – quality programs and provide broad course of study Students agree Staff agree	Priority 7 - Course Access All students including unduplicated students and special needs students are provided a broad course of study as described in the Education Code. Instruction will include PE for all grades, including adaptations for special needs students. Electives offered in grades 7 and 8 will include preparation for CTE courses, with priority enrollment given to unduplicated and special needs students. >Students in grades 7 and 8 enrolled in electives - 100% >LCAP Surveys – quality programs and provide broad course of study Students agree - 83% Staff agree - 81%	Priority 7 - Course Access All students including unduplicated students and special needs students are provided a broad course of study as described in the Education Code. Instruction will include PE for all grades, including adaptations for special needs students. Electives offered in grades 7 and 8 will include preparation for CTE courses, with priority enrollment given to unduplicated and special needs students. >Students in grades 7 and 8 enrolled in electives - 100% Actual: 100% >LCAP Surveys – quality programs and provide broad course of study Students agree - 86% Actual: 70% Staff agree - 84% Actual: 86%	Priority 7 - Course Access All students including unduplicated students and special needs students are provided a broad course of study as described in the Education Code. Instruction will include PE for all grades, including adaptations for special needs students. Electives offered in grades 7 and 8 will include preparation for CTE courses, with priority enrollment given to unduplicated and special needs students. >Students in grades 7 and 8 enrolled in electives - 100% Actual: 100% >LCAP Surveys – quality programs and provide broad course of study Students agree - 88% Actual: 84% Staff agree - 87% Actual: 81%	Priority 7 - Course Access All students including unduplicated students and special needs students are provided a broad course of study as described in the Education Code. Instruction will include PE for all grades, including adaptations for special needs students. Electives offered in grades 7 and 8 will include preparation for CTE courses, with priority enrollment given to unduplicated and special needs students. >Students in grades 7 and 8 enrolled in electives - 100% >LCAP Surveys – quality programs and provide broad course of study Students agree - 90% Staff agree - 90%

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:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Kernville ELementary

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
New Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Elementary Site Lead/Intervention Teacher Site Lead/Intervention Teacher to support and coach new and seasoned teachers in State Standards, handle some student behaviors, and provide academic interventions for elementary students.	Elementary Site Lead/Intervention Teacher Site Lead/Intervention Teacher to support and coach new and seasoned teachers in State Standards, handle some student behaviors, and provide academic interventions for unduplicated elementary students. The majority of unduplicated	Elementary Site Lead/Intervention Teacher Site Lead/Intervention Teacher to support and coach new and seasoned teachers in State Standards, handle some student behaviors, and provide academic interventions for elementary students. The majority of unduplicated students are the

	students are the lowest performing group and benefit from interventions in academic subjects that are provided by highly effective Master Teachers.	lowest performing group and benefit from interventions in academic subjects that are provided by a highly effective Master Teacher.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$40,234	41594	$42,740
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$14,633	15751	$16,151
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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 Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Technology Staff and Training Maintain technology staff to train teachers in technology software and hardware. Staff to teach and attend professional development and bring the information back to the school sites.	Technology Staff and Training Maintain technology staff to train teachers in technology software and hardware. Staff to teach and attend professional development and bring the information back to the school sites. Revised 05/2018: Technology Training Technology staff will be funded through General Funds. Technology learning and sustainability software and training expenses will be included. Unduplicated students have limited access to technology at home. The District needs to provide this resource to SED students for them to have equitable access to technology software and programs.	Technology Staff and Training Maintain technology staff to train teachers in technology software and hardware. Staff to teach and attend professional development and bring the information back to the school sites. Revised 05/2018: Technology Training Technology staff will be funded through General Funds. Technology learning and sustainability software and training expenses will be included. Revised 05/2019 Teachers will voice their preferences for digital learning software and programs to be purchased for increased student achievement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$71,680	$5,000	$1,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount	$45,429		
Source	Supplemental and Concentration		
Budget Reference	3000-3999: Employee Benefits		

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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

Student Devices	Student Devices	Student Devices
Maintain, repair and replace electronic devices for instruction to use with digital based textbook learning, access to software programs, and assessments.	Maintain, repair and replace electronic devices for instruction to use with digital based textbook learning, access to software programs, and assessments. Unduplicated students have limited access to technology at home. The District needs to provide devices to SED students for them to have equitable access to technology.	Maintain, repair and replace electronic devices for instruction to use with digital based textbook learning, access to software programs, and assessments. Unduplicated students have limited access to technology at home. The District needs to provide devices to SED students for them to have equitable access to technology.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$25,000	$27,000	$35,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Academic Diagnostics, Technology Licenses, and Digital Assessments Provide formative, prescriptive data to inform instruction and identify students' progress towards mastery of standards based expectations. To support the programs used, we will update the licensing. The formative and summative assessments will support the cycle of instruction to show evidence of learning and support growth in achievement gaps, along with universal screening and progress monitoring.	Academic Diagnostics, Technology Licenses, and Digital Assessments Provide formative, prescriptive data to inform instruction and identify students' progress towards mastery of standards based expectations. To support the programs used, we will update the licensing. The formative and summative assessments will support the cycle of instruction to show evidence of learning and support growth in achievement gaps, along with universal screening and progress monitoring. The majority of unduplicated students in our District have learning gaps due to poverty and limited background experiences/knowledge. Formative and prescriptive assessments and data will identify areas for teachers to drill down to find gaps and needs of unduplicated students. In addition, as interventions are administered teachers will monitor effectiveness of interventions and continue or change course as needed through progress monitoring.	Academic Diagnostics, Technology Licenses, and Digital Assessments Provide formative, prescriptive data to inform instruction and identify students' progress towards mastery of standards based expectations. To support the programs used, we will update the licensing. The formative and summative assessments will support the cycle of instruction to show evidence of learning and support growth in achievement gaps, along with universal screening and progress monitoring. The majority of unduplicated students in our District have learning gaps due to poverty and limited background experiences/knowledge. Formative and prescriptive assessments and data will identify areas for teachers to drill down to find gaps and needs of unduplicated students. In addition, as interventions are administered teachers will monitor effectiveness of interventions and continue or change course as needed through progress monitoring.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$45,000	$50,000	$48,502
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount			$949
Source			LCFF Supplemental and Concentration
Budget Reference			4000-4999: Books And Supplies

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Teacher Collaboration and Professional Development 1. Provide time, materials and resources for teacher collaboration through the use of minimum and early release days once a week, prep time embedded in the schedule. 2. Provide an additional day before school begins for all staff collaboration and Professional Development.	Teacher Collaboration and Professional Development Teachers need time to collaborate and increase collective efficacy for unduplicated student population success. Professional Learning will include Universal Design for Learning, unique strategies for students from poverty, and classroom management techniques designed to be effective through Trauma Informed Care. These are all issues our unduplicated students groups need to be successful. 1. Provide time, materials and resources for teacher collaboration through the use of minimum and early release days once a week, prep time embedded in the schedule. 2. Provide an additional days before school begins for all staff collaboration and Professional Development.	Teacher Collaboration and Professional Development Teachers need time to collaborate and increase collective efficacy for unduplicated student population success. Professional Learning will include Universal Design for Learning, unique strategies for students from poverty, and classroom management techniques designed to be effective through Trauma Informed Care. These are all issues our unduplicated students groups need to be successful. 1. Provide time, materials and resources for teacher collaboration through the use of minimum and early release days once a week, prep time embedded in the schedule. 2. Provide an additional days before school begins for all staff collaboration and Professional Development.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$39,127	$43,479	$47,516
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Amount	$6,850	$9,564	$11,029
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 6

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: 7th-8th
[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide
[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Wallace Middle School
Specific Grade Spans: 7th and 8th grades
[Add Location(s) selection here]

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 Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Course Access Provide elective courses access to all 7th and 8th grade students as identified in Education code by purchasing licenses	Course Access Provide elective courses access to all 7th and 8th grade students as identified in Education code by purchasing licenses	Course Access Provide elective courses access to all 7th and 8th grade students as identified in Education code by purchasing licenses

and support online courses/programs. maintain staff to facilitate and support students in on-line learning and provide additional learning activities as appropriate.

and support online courses/programs. maintain staff to facilitate and support students in on-line learning and provide additional learning activities as appropriate.

Revised 05/2018:
Add Kern River Environmental Magnet as an alternative learning experience to facilitate course access for 4th through 8th grade students. Students in our unduplicated count lack resources to experience a wide range of knowledge about opportunities for career and technical subjects. To prepare these students for High School and career courses, we will provide educational opportunities unique to our rural, bio-diverse area.

and support online courses/programs. maintain staff to facilitate and support students in on-line learning and provide additional learning activities as appropriate.

Revised 05/2018:
Add Kern River Environmental Magnet as an alternative learning experience to facilitate course access for 4th through 8th grade students.

Revised 05/2019
We will add Edgenuity for expanded Course Access to 7th and 8th grade students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$77,655	$77,421	$79,712
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$10,000	$30,396	$4,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	3000-3999: Employee Benefits	2000-2999: Classified Personnel Salaries

Amount	$30,125	$1,600	$32,365
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	4000-4999: Books And Supplies	3000-3999: Employee Benefits
Amount	$1,600	$500	$3,350
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	5000-5999: Services And Other Operating Expenditures	4000-4999: Books And Supplies
Amount	$500	$11,000	$150
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	$9,000		$12,000
Source	Supplemental and Concentration		LCFF Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures		5800: Professional/Consulting Services And Operating Expenditures

Action 7

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
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 Action	New Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Standards-Aligned Materials Printed Print shop will provide and staff to run print shop for duplication of materials required for at-risk students and SED students - includes supplemental materials and Common Core aligned materials, including all students.	Standards-Aligned Materials Printed Print shop will provide and staff to run print shop for duplication of materials required for at-risk students and SED students - includes supplemental materials and Common Core aligned materials, including all students. Revised 05/2018: Interventions for Tier 2 and 3 Students Standards Aligned supplemental curriculum and diagnostics will be purchased for unduplicated students who struggle academically. A paraprofessional will work with Certificated staff to implement delivery of supplemental curriculum.	Standards-Aligned Materials Printed Print shop will provide and staff to run print shop for duplication of materials required for at-risk students and SED students - includes supplemental materials and Common Core aligned materials. Revised 05/2018: Interventions for Tier 2 and 3 Students Standards Aligned supplemental curriculum and diagnostics will be purchased for unduplicated students who struggle academically. A paraprofessional will work with Certificated staff to implement delivery of supplemental curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$36,838	$12,087	$24,299
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	$23,699	$3,282	$4,994
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$25,000	$20,000	$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 8

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
Limited to Unduplicated Student Group(s)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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 Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Supplemental Supplies Purchase supplemental supplies for students in our unduplicated count. Students of poverty need basic supplies for homework and classwork. Family incomes are limited and can't provide basic supplies.	Supplemental Supplies Purchase supplemental supplies for students in our unduplicated count. Students of poverty need basic supplies for homework and classwork. Family incomes are limited and can't provide basic supplies.	Supplemental Supplies Purchase supplemental supplies for students in our unduplicated count. Students of poverty need basic supplies for homework and classwork. Family incomes are limited and can't provide basic supplies.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$20,000	$8,699	$3,000
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

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

Goal 2

Goal 2: Engagement - Kernville Union School District will strive to encourage parent input and participation; student attendance will increase while suspensions and expulsion and chronic absenteeism will decrease, thus ensuring a school climate of support and connectedness.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

KUSD strives to increase parent involvement through building capacity of parent, family and community stakeholders. Movement towards the Building Capacity level as described in the Family and Community Engagement Metric provided by RSDSS will improve the quality of parent involvement.

Chronic absenteeism, suspension, and truancy rates are higher than State average. They will be decreased through development and implementation of a Multi Tiered System of Supports which includes actions and services in Positive School Climate and Culture.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3 - Parental Involvement Parents of all students, including unduplicated	Priority 3 - Parental Involvement Parents of all students, including unduplicated	Priority 3 - Parental Involvement Parents of all students, including unduplicated	Priority 3 - Parental Involvement Parents of all students, including unduplicated	Priority 3 - Parental Involvement Parents of all students, including unduplicated

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
students and students with exceptional needs are encouraged to participate In addition, decision-making groups such as School Site Councils, School Parent Clubs, and District Advisory Committee are invited and encouraged to participate. Parent Education nights will be held. They are invited via software and staff communication through parent portal web page, calendar, social media, newsletters, USPS mailed notices, and Blackboard. >Family and Community Engagement Metric - RSDSS: Welcoming to Families Communicating Supporting Students Advocacy Leadership Collaborating >LCAP Surveys – parent participation, input sought, parents valued: Students Parents	students and students with exceptional needs are encouraged to participate In addition, decision-making groups such as School Site Councils, School Parent Clubs, and District Advisory Committee are invited and encouraged to participate. Parent Education nights will be held. They are invited via software and staff communication through parent portal web page, calendar, social media, newsletters, USPS mailed notices, and Blackboard. >Family and Community Engagement Metric - RSDSS: Welcoming to Families - Emerging Communicating - Progressing Supporting Students - Progressing Advocacy - Emerging Leadership - Emerging Collaborating - Progressing >LCAP Surveys – parent participation,	students and students with exceptional needs are encouraged to participate In addition, decision-making groups such as School Site Councils, School Parent Clubs, and District Advisory Committee are invited and encouraged to participate. Parent Education nights will be held. They are invited via software and staff communication through parent portal web page, calendar, social media, newsletters, USPS mailed notices, and Blackboard. >Family and Community Engagement Metric - RSDSS: Welcoming to Families - Progressing Actual: Emerging Communicating - Excelling Actual: Emerging Supporting Students - Excelling Actual: Emerging Advocacy - Progressing Actual:Emerging Leadership - Progressing	students and students with exceptional needs are encouraged to participate In addition, decision-making groups such as School Site Councils, School Parent Clubs, and District Advisory Committee are invited and encouraged to participate. Parent Education nights will be held. They are invited via software and staff communication through parent portal web page, calendar, social media, newsletters, USPS mailed notices, and Blackboard.. >Family and Community Engagement Metric - RSDSS: Welcoming to Families - Excelling Actual: Progressing Communicating - Excelling Actual: Emerging Supporting Students - Excelling Actual: Progressing Advocacy - Excelling Actual: Progressing Leadership - Excelling Actual: Emerging	students and students with exceptional needs are encouraged to participate In addition, decision-making groups such as School Site Councils, School Parent Clubs, and District Advisory Committee are invited and encouraged to participate. Parent Education nights will be held. They are invited via software and staff communication through parent portal web page, calendar, social media, newsletters, USPS mailed notices, and Blackboard. >Family and Community Engagement Metric - RSDSS: Welcoming to Families - Build Capacity Communicating - Build Capacity Supporting Students - Build Capacity Advocacy - Build Capacity Leadership - Build Capacity Collaborating - Build Capacity

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Staff	input sought, parents valued: Students - 55% positive Parents - 68% positive Staff - 75% positive	Actual:Emerging Collaborating - Excelling Actual: Emerging >LCAP Surveys – parent participation, input sought, parents valued: Students - 60% positive Actual: 70% Parents - 70% positive Actual: 79% Staff - 80% positive Actual: 83%	Collaborating - Excelling Actual: Progressing >LCAP Surveys – parent participation, input sought, parents valued: Students - 65% positive Actual: 49% Parents - 75% positive Actual: 71% Staff - 85% positive Actual: 81%	>LCAP Surveys – parent participation, input sought, parents valued: Students - 70% positive Parents - 80% positive Staff - 90% positive
Priority 5 - Pupil Engagement >Attendance rate: Kernville Elementary Wallace Elementary Wallace Middle >Chronic Absenteeism rate: Kernville Elementary Wallace Elementary Wallace Middle >Middle School Dropout rate: WMS >High School Dropout rate: n/a >High School Graduation rate: n/a	Priority 5 - Pupil Engagement >Attendance rate: Kernville Elementary - 95.36% Wallace Elementary - 93.96% Wallace Middle - 94.46% >Chronic Absenteeism rate: Kernville Elementary - 7.52% Wallace Elementary - 17.66% Wallace Middle - 10.26% >Middle School Dropout rate:	Priority 5 - Pupil Engagement >Attendance rate: Kernville Elementary - 95% Actual: 94% Wallace Elementary- 94% Actual: 92% Wallace Middle - 95% Actual: 94% >Chronic Absenteeism rate: Kernville Elementary - 7% Actual: 17% Wallace Elementary - 16% Actual: 27% Wallace Middle - 7%	Priority 5 - Pupil Engagement >Attendance rate: Kernville Elementary - 96% Actual: Wallace Elementary - 95% Actual: Wallace Middle - 96.5% Actual: >Chronic Absenteeism rate: Kernville Elementary - 6% Actual: Wallace Elementary - 14.5% Actual: Wallace Middle - 6%	Priority 5 - Pupil Engagement >Attendance rate: Kernville Elementary - 97% Wallace Elementary - 96% Wallace Middle - 98% >Chronic Absenteeism rate: Kernville Elementary - 5% Wallace Elementary - 13% Wallace Middle - 5% >Middle School Dropout rate: WMS - 0%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
>LCAP Surveys – attendance issues addressed: Students – agree Parents – agree Staff – agree	WMS - 0% >High School Dropout rate: n/a >High School Graduation rate: n/a >LCAP Surveys – attendance issues addressed: Students – 65% agree Parents – 58% agree Staff – 58% agree	Actual: 15% >Middle School Dropout rate: WMS - 0% Actual: 0% >High School Dropout rate: n/a >High School Graduation rate: n/a >LCAP Surveys – attendance issues addressed: Students – 70% agree Actual: 72% Parents – 60% agree Actual: 70% Staff –60% agree Actual: 59%	Actual: >Middle School Dropout rate: WMS - 0% Actual: >High School Dropout rate: n/a >High School Graduation rate: n/a >LCAP Surveys – attendance issues addressed: Students – 75% agree Actual: 66% Parents – 65% agree Actual: 70% Staff – 65% agree Actual: 53%	>High School Dropout rate: n/a >High School Graduation rate: n/a >LCAP Surveys – attendance issues addressed: Students – 80% agree Parents – 70% agree Staff – 70% agree
Priority 6 School Climate >Suspension rate: Kernville Elementary Wallace Elementary Wallace Middle >Expulsion rate: Kernville Elementary Wallace Elementary Wallace Middle >Truancy rate:	Priority 6 School Climate >Suspension rate: Kernville Elementary - 0% Wallace Elementary - 3.58% Wallace Middle - 7.33% >Expulsion rate: Kernville Elementary - 0% Wallace Elementary - 0% Wallace Middle- 0%	Priority 6 School Climate >Suspension rate: Kernville Elementary - 0% Actual: 2.22% Wallace Elementary - 0.5% Actual: 2.33% Wallace Middle - 0.5% Actual: 4.78% >Expulsion rate: Kernville Elementary - 0%	Priority 6 School Climate >Suspension rate: Kernville Elementary - 0% Actual: Wallace Elementary - 0.3% Actual: Wallace Middle - 0.4% Actual: >Expulsion rate: Kernville Elementary - 0%	Priority 6 School Climate >Suspension rate: Kernville Elementary - 0% Wallace Elementary - 0.1% Wallace Middle - 0.3% >Expulsion rate: Kernville Elementary - 0% Wallace Elementary - 0% Wallace Middle- 0%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Kernville Elementary Wallace Elementary Wallace Middle >LCAP Surveys – quality education, look forward daily, feel safe, help make decisions: Students – agree Parents – agree Staff – agree > CA Healthy Kids Survey: Engagement/Supports Feeling of Safety Substance Abuse	>Truancy rate: Kernville Elementary - 44.36% Wallace Elementary - 41.29% Wallace Middle - 50.15% >LCAP Surveys – quality education, look forward daily, feel safe, help make decisions: Students – 75% agree Parents – 70% agree Staff – 85% agree > CA Healthy Kids Survey: Engagement/Supports - 53.8% avg Feeling of Safety - 40.7% avg Substance Abuse - 5.3% avg	Actual: 0% Wallace Elementary - 0% Actual: 0% Wallace Middle- 0% Actual: 0% >Truancy rate: Kernville Elementary - 35% Actual: 59% Wallace Elementary - 25% Actual: 48% Wallace Middle - 30% Actual: 46% >LCAP Surveys – quality education, look forward daily, feel safe, help make decisions: Students – 78% agree Actual: 71% Parents – 75% agree Actual: 74% Staff – 87% agree Actual: 81% > CA Healthy Kids Survey: Engagement/Supports - 59% Actual: 26% Feeling of Safety - 46% Actual: 31% Substance Abuse - 4.2%	Actual: Wallace Elementary - 0% Actual: Wallace Middle- 0% Actual: >Truancy rate: Kernville Elementary - 30% Actual: Wallace Elementary - 20% Actual: Wallace Middle - 25% Actual: >LCAP Surveys – quality education, look forward daily, feel safe, help make decisions: Students – 80% agree Actual: 64% Parents – 80% agree Actual: 70% Staff – 89% agree Actual: 80% > CA Healthy Kids Survey: Engagement/Supports - 64% Actual: 41% Feeling of Safety - 51% Actual: 32% Substance Abuse - 3.1%	>Truancy rate: Kernville Elementary - 25% Wallace Elementary - 15% Wallace Middle - 20% >LCAP Surveys – quality education, look forward daily, feel safe, help make decisions: Students – 85% agree Parents – 85% agree Staff – 90% agree > CA Healthy Kids Survey: Engagement/Supports - 69% Feeling of Safety - 56% Substance Abuse - 2%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Actual: 6%	Actual: 6%	

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:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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 Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Positive School Climate 1. Create a menu of monetary and non-monetary incentive awards for Positive Behavior as supported by the PBIS	Positive School Climate 1. Create a menu of monetary and non-monetary incentive awards for Positive Behavior as supported by the PBIS	Positive School Climate 1. Create a menu of monetary and non-monetary incentive awards for Positive Behavior as supported by the PBIS

program. Utilize awards daily, weekly and or monthly.

2.Maintain staff to analyze data and input data of PBIS program.

3.Maintain increased 1.0 FTE to work with and counsel students as an alternative to suspension and building
positive school climate.

4. Maintain Director of Positive School Climate to train and maintain fidelity of positive school culture. The director will oversee alternative education classes.

5. 3 Alternative education classes will be formed and administration restructured to support the program.

6. Teachers and support staff will be hired and maintained to support students in a variety of Instructional Learning Plans through a specialized classroom that includes Home Instruction, shortened day, alternative
curriculum that aligns with FAPE.

7. Time for training and pay staff for training of CPI. Our current staff is a trainer of trainers and will train the staff as well as follow-up practice throughout the year to keep CPI current.

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program. Utilize awards daily, weekly and or monthly. Each site will be allocated funds based per unduplicated student count.

2.Maintain staff to analyze data and input data of PBIS program.

Revised 05/2018:
Budget for staff to input and analyze data is deleted. Classified staff budget will be to train in PBIS, CPI and The Leader In Me.

3.Maintain increased 1.0 FTE to work with and counsel students as an alternative to suspension and building
positive school climate.

Revised 05/2018:
1.0 FTE Behavior Specialist budget moved to Goal 3, Action 10. Certificated staff budget will be to train in PBIS, CPI, and The Leader In Me.

4. Maintain Director of Positive School Climate to train and maintain fidelity of positive school culture. The director will oversee alternative education classes.

Revised 05/2018:
Director of Positive School Climate position eliminated.

5. 3 Alternative education classes will be formed and administration restructured to support the program.

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program. Utilize awards daily, weekly and or monthly.   Each site will be allocated funds based per unduplicated student count.

2.Maintain staff to analyze data and input data of PBIS program.

Revised 05/2018:
Budget for staff to input and analyze data is deleted. Classified staff budget will be to train in PBIS, CPI and The Leader In Me.

3.Maintain increased 1.0 FTE to work with and counsel students as an alternative to suspension and building
positive school climate.

Revised 05/2018:
1.0 FTE Behavior Specialist budget moved to Goal 3, Action 10. Certificated staff budget will be to train in PBIS, CPI, and The Leader In Me.

4. Maintain Director of Positive School Climate to train and maintain fidelity of positive school culture. The director will oversee alternative education classes.

Revised 05/2018:
Director of Positive School Climate position eliminated.

5. 3 Alternative education classes will be formed and administration restructured to support the program.

Revised 05/2018:
Alternative education classes (Intervention Classes) will be budgeted in Goal 3, Action 7.

6. Teachers and support staff will be hired and maintained to support students in a variety of Instructional Learning Plans through a specialized classroom that includes Home Instruction, shortened day, alternative
curriculum that aligns with FAPE.

Revised 05/2018:
Specialized classroom is budgeted in Goal 1, Action 6.

7. Time for training and pay staff for training of CPI. Our current staff is a trainer of trainers and will train the staff as well as follow-up practice throughout the year to keep CPI current.

Revised 05/2018:
This is included in #2 and #3 above.

8. Train staff regarding teaching executive skills to students of poverty and students with disabilities.

Revised 05/2018:
Additional certificated and classified time for extra pay to be trained in PBIS and The Leader in Me. Students from poverty have gaps in Social Emotional Learning which effects their behavior. By integrating PBIS with the tenets in The Leader In me, students will develop socially and

	emotionally and learn to act in more behaviorally appropriate ways.	socially and emotionally and learn to act in more behaviorally appropriate ways.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$43,858	$17,000	$2,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$3,000	$5,000	$21,828
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	$29,728	$5,974	$3,890
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$16,000	$16,000	$3,186
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	$2,547	$4,000	$1,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Amount	$12,000			$10,814
Source	Supplemental and Concentration			LCFF Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures			5800: Professional/Consulting Services And Operating Expenditures

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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 Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Truancy and Chronic Absenteeism 1.Maintain a shared truancy /campus officer with a neighbor district to provide	Truancy and Chronic Absenteeism 1.Maintain a shared truancy /campus officer with a neighbor district to provide	Truancy and Chronic Absenteeism 1.Maintain a shared truancy /campus officer with a neighbor district to provide

efficiency in the use of a highly effective SARB program.

2.Maintain staff to make home visits and phone calls to chronic absent students and check on truants.

3.Maintain staff to make phone calls to unidentified absences.

4.Employ staff to hold in-house suspension in lieu of home based suspension.

efficiency in the use of a highly effective SARB program.

Revised 05/2018:
SARB Officer expense deleted.

2.Maintain staff to make home visits and phone calls to chronic absent students and check on truants.

3.Maintain staff to make phone calls to unidentified absences.

4.Employ staff to hold in-house suspension in lieu of home based suspension.

Revised 05/2018:
In-house suspension budget deleted.

05/2018 Add:
5. Postage and printing costs to send attendance letters to parents.

The absenteeism rates for unduplicated students are higher and those student groups have more problems getting to school. Increasing unduplicated student attendance will benefit their academic achievement and success.

efficiency in the use of a highly effective SARB program.

Revised 05/2018:
SARB Officer expense deleted.

2.Maintain staff to make home visits and phone calls to chronic absent students and check on truants.

3.Maintain staff to make phone calls to unidentified absences.

4.Employ staff to hold in-house suspension in lieu of home based suspension.

Revised 05/2018:
In-house suspension budget deleted.

05/2018 Add:
5. Postage and printing costs to send attendance letters to parents.

The absenteeism rates for unduplicated students are higher and those student groups have more problems getting to school. Increasing unduplicated student attendance will benefit their academic achievement and success.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$11,039	$16,063	$12,647
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	$3,172	$4,362	$3,772
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		$5,000	$1,500
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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 Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Communication with Parents 1. Purchase and support/maintain software and associated expenses to increase communication with parents through parent portal web page, calendar, social media, Blackboard, etc. with a focus on parents of unduplicated students. 2. Purchase paper and pay for copy costs for newsletters. Utilize existing staff for distribution of newsletters with students. 3. Purchase postage to mail out important information to parents.	Communication with Parents 1. Purchase and support/maintain software and associated expenses to increase communication with parents through parent portal web page, calendar, social media, Blackboard, etc. with a focus on parents of unduplicated students. 2. Purchase paper and pay for copy costs for newsletters. Utilize existing staff for distribution of newsletters with students. 3. Purchase postage to mail out important information to parents.	Communication with Parents 1. Purchase and support/maintain software and associated expenses to increase communication with parents through parent portal web page, calendar, social media, Blackboard, etc. with a focus on parents of unduplicated students. 2. Purchase paper and pay for copy costs for newsletters. Utilize existing staff for distribution of newsletters with students. 3. Purchase postage to mail out important information to parents.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,322	$4,000	$1,600
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount		$1,322	$1,600
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
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 Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Parent Meetings/Trainings 1. C&I leaders to teach classes and facilitate family nights; purchase materials and resources not already available by the District. C&I leaders' stipends to be	Parent Meetings/Trainings 1. C&I leaders to teach classes and facilitate family nights; purchase materials and resources not already available by the District. C&I leaders' stipends to be	Parent Meetings/Trainings 1. C&I leaders to teach classes and facilitate family nights; purchase materials and resources not already available by the District. C&I leaders' stipends to be

covered in Goal 3J - Professional Development.

2. Utilize exiting staff , resources, and planned professional development activities to sponsor a quarterly parent common core training in the District and invite parents to attend at least one staff development session through a district-side professional development activity with a focus on parents of unduplicated students.

3. Provide refreshments and child care with a focus on parents of unduplicated students at DAC meetings, and other parent education nights.

4. Family Resource Center will provide Nurturing Parent Classes and Parent Project

covered in Goal 3J - Professional Development.

2. Utilize exiting staff , resources, and planned professional development activities to sponsor a quarterly parent common core training in the District and invite parents to attend at least one staff development session through a district-side professional development activity with a focus on parents of unduplicated students.

3. Provide refreshments and child care with a focus on parents of unduplicated students at DAC meetings, and other parent education nights. Parents of unduplicated students have difficulty attending meetings because of the cost or availability of child care. Providing food during the meetings makes it more appealing for parents to attend and give valuable information to guide the LCAP in addressing the needs of unduplicated students.

4. Family Resource Center will provide Nurturing Parent Classes and Parent Project

covered in Goal 3J - Professional Development.

2. Utilize exiting staff , resources, and planned professional development activities to sponsor a quarterly parent common core training in the District and invite parents to attend at least one staff development session through a district-side professional development activity with a focus on parents of unduplicated students.

3. Provide refreshments and child care with a focus on parents of unduplicated students at DAC meetings, and other parent education nights. Parents of unduplicated students have difficulty attending meetings because of the cost or availability of child care. Providing food during the meetings makes it more appealing for parents to attend and give valuable information to guide the LCAP in addressing the needs of unduplicated students.

4. Family Resource Center will provide Nurturing Parent Classes and Parent Project

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,089	$1,089	$1,089
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Wallace Middle School

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 Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Extra Curricular and Non-Curricular activities Stipends for coaches and athletic director to keep unduplicated students motivated to succeed, team building, and encourage	Extra Curricular and Non-Curricular activities Stipends for coaches and athletic director to keep unduplicated students motivated to succeed, team building, and encourage	Extra Curricular and Non-Curricular activities Stipends for coaches and athletic director to keep unduplicated students motivated to succeed, team building, and encourage

health and fitness. Gives opportunity to have experience that may lead to higher education. Can also include other clubs and organization participation as funds allow. Includes all students to foster peer-to-peer collaboration and learning.

health and fitness. Gives opportunity to have experience that may lead to higher education. Can also include other clubs and organization participation as funds allow. Includes all students to foster peer-to-peer collaboration and learning. Statistics show that unduplicated students have a higher obesity rate. By providing physical and team sports opportunities our unduplicated students have lowered BMI.

health and fitness. Gives opportunity to have experience that may lead to higher education. Can also include other clubs and organization participation as funds allow. Includes all students to foster peer-to-peer collaboration and learning. Statistics show that unduplicated students have a higher obesity rate. By providing physical and team sports opportunities our unduplicated students have lowered BMI.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$11,744	$7,692	$7,692
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$3,904	$3,866	$3,866
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	$2,684	$2,216	$2,264
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 6

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| [Add Students to be Served selection here] | [Add Location(s) selection here] |

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

| English Learners |
| Foster Youth |
| Low Income |

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

| LEA-wide |

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| All Schools |

Actions/Services

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

| Unchanged Action |

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

| Unchanged Action |

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

| Unchanged Action |

2017-18 Actions/Services

Health and Safety

Provide nurse services , home visits, calls to parents, triage services and referrals to mental health and health services.

2018-19 Actions/Services

Health and Safety

Provide nurse services , home visits, calls to parents, triage services and referrals to mental health and health services. The District RN has provided needed health services and referrals to students in poverty whose parents can not afford or get referrals in a timely manner. The District RN has also tracked health indicators for data on effectiveness of Physical Education and extra curricular opportunities for students of poverty.

2019-20 Actions/Services

Health and Safety

Provide nurse services , home visits, calls to parents, triage services and referrals to mental health and health services. The District RN has provided needed health services and referrals to students in poverty whose parents can not afford or get referrals in a timely manner. The District RN has also tracked health indicators for data on effectiveness of Physical Education and extra curricular opportunities for students of poverty.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$37,646	$34,494	$39,081
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$36,849	$38,230	$36,600
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	$22,507	$19,188	$20,423
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 7

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Transportation 1. Transport students to and from school with emphasis on bus stops in neighborhoods where transportation is more accessible. Unduplicated count students struggle with transportation needs. Bus routes will include all students to conserve resources. 2. Transport students for home instruction and alternative education for successful achievement and student outcomes.	Transportation 1. Transport students to and from school with emphasis on bus stops in neighborhoods where transportation is more accessible. Unduplicated count students struggle with transportation needs. Bus routes will include all students to conserve resources. 2. Transport students for home instruction and alternative education for successful achievement and student outcomes.	Transportation 1. Transport students to and from school with emphasis on bus stops in neighborhoods where transportation is more accessible. Unduplicated count students struggle with transportation needs. Bus routes will include all students to conserve resources. 2. Transport students for home instruction and alternative education for successful achievement and student outcomes.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$36,200	$50,000	$53,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	$35,579	$32,500	$33,061
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Amount	$23,000	$14,000	$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

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

Goal 3

Goal 3: Pupil Outcomes - Kernville Union School District students will demonstrate academic achievement on standardized tests, will participate in pathways to college and career readiness. English Learners will become English proficient.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Overall students have increased their achievement from the prior year as reported on CAASPP. However, student achievement is at the "low" or yellow level in California Schools Dashboard for Reading/Literacy and Mathematics for all students in the District. Performance gaps are noted in the Students with Disabilities subgroup. Their scores are in the "very low" or orange level for both Reading/Literacy and Mathematics.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4 - Pupil Achievement >CAASPP Reading/Literacy - At or above standard: Kernville Wallace Elementary Wallace Middle	Priority 4 - Pupil Achievement >CAASPP Reading/Literacy - At or above standard: Kernville Elementary - 33% Wallace Elementary - 34%	Priority 4 - Pupil Achievement >CAASPP Reading/Literacy - At or above standard: Kernville Elementary - 37% Actual: 37%	Priority 4 - Pupil Achievement >CAASPP Reading/Literacy - At or above standard: Kernville Elementary - 41% Actual:	Priority 4 - Pupil Achievement >CAASPP Reading/Literacy - At or above standard: Kernville Elementary - 45% Wallace Elementary - 43%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
>CAASPP Mathematics - At or above standard: Kernville Wallace Elementary Wallace Middle >CAASPP Science - At or above standard: 5th grade 8th grade >AYP - n/a >LCAP Surveys – Students prepared for next grade and college/career ready Students Parents Staff >% completed UC, CSU requirements or CTE sequence or program - na >% of ELS that make progress toward English proficiency - na EL reclassification rate - na California Schools Dashboard indicates N/A due to number of students. Of the 20 students classified as EL % made progress and % were reclassified	Wallace Middle - 28% >CAASPP Mathematics - At or above standard: Kernville Elementary - 24% Wallace Elementary - 25% Wallace Middle - 20% >CAASPP Science - At or above standard: 5th grade - baseline 8th grade - baseline >AYP - n/a >LCAP Surveys – Students prepared for next grade and college/career ready Students - 82% Parents - 61% Staff - 78% >% completed UC, CSU requirements or CTE sequence or program - na >% of ELS that make progress toward English proficiency - na EL reclassification rate - na >% who have passed AP tests - na	Wallace Elementary - 36% Actual: 30% Wallace Middle - 30% Actual: 21% >CAASPP Mathematics - At or above standard: Kernville Elementary - 26% Actual: 13% Wallace Elementary - 27% Actual: 18% Wallace Middle - 22% Actual: 16% >CAASPP Science - At or above standard: 5th grade - Field testing 8th grade - Field testing >AYP - n/a >LCAP Surveys – Students prepared for next grade and college/career ready Students - 85% Actual: 83% Parents - 65% Actual: 61% Staff - 82% Actual: 63% >% completed UC, CSU requirements or CTE	Wallace Elementary - 39% Actual: Wallace Middle - 32% Actual: >CAASPP Mathematics - At or above standard: Kernville Elementary - 28% Actual: Wallace Elementary - 29% Actual: Wallace Middle - 24% Actual: >CAASPP Science - At or above standard: 5th grade - increased from baseline Actual: Field testing 8th grade - increased from baseline Actual: Field testing >AYP - n/a >LCAP Surveys – Students prepared for next grade and college/career ready Students - 87% Actual: Parents - 70% Actual: Staff - 85%	Wallace Middle - 35% >CAASPP Mathematics - At or above standard: Kernville Elementary - 30% Wallace Elementary - 30% Wallace Middle - 26% >CAASPP Science - At or above standard: 5th grade - increased from baseline 8th grade - increased from baseline >AYP - n/a >LCAP Surveys – Students prepared for next grade and college/career ready Students - 90% Parents - 75% Staff - 90% >% completed UC, CSU requirements or CTE sequence or program - na >% of ELS that make progress toward English proficiency - na EL reclassification rate - na

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
>% who have passed AP tests - na >% who have taken EAP - na	>% who have taken EAP - na	sequence or program - na >ELL Progress: n/a (20 students) Very High (85%); Increased Significantly (+46.5%) >% who have passed AP tests - na >% who have taken EAP - na Revised 2017/2018: >Participation Rate Kernville Elementary - 95% Actual: 100% Wallace Elementary - 95% Actual: 97% Wallace Middle - 95% Actual: 99%	Actual: >% completed UC, CSU requirements or CTE sequence or program - na >% of ELS that make progress toward English proficiency - na EL reclassification rate - na >% who have passed AP tests - na >% who have taken EAP - na Revised 2017/2018: >Participation Rate Kernville Elementary - 95% Actual: 100% Wallace Elementary - 95% Actual: 97% Wallace Middle - 95% Actual: 99%	>% who have passed AP tests - na >% who have taken EAP - na
Priority 8 - Other Pupil Outcomes >iReady Diagnostic ELA End of Year: Students at or above grade level K 1st	Priority 8 - Other Pupil Outcomes >iReady Diagnostic ELA End of Year: Students at or above grade level K - 75% 1st - 40%	Priority 8 - Other Pupil Outcomes >iReady Diagnostic ELA End of Year: Students at or above grade level K - 80% Actual: 70% 1st - 45% Actual: 47%	Priority 8 - Other Pupil Outcomes >iReady Diagnostic ELA End of Year: Students at or above grade level K - 83% Actual: 36% 1st - 50% Actual: 42%	Priority 8 - Other Pupil Outcomes >iReady Diagnostic ELA End of Year: Students at or above grade level K - 85% 1st - 55%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2nd 3rd 4th 5th 6th 7th 8th >EnVision Math End of Year: Students at or above grade level K 1st 2nd 3rd 4th 5th >4 Sight Math End of Year: Students at or above grade level 6th 7th 8th >Physical Fitness test Pass: 5th 7th >LCAP Surveys – At risk students make progress Students Parents Staff	2nd - 48% 3rd - 50% 4th - 26% 5th - 31% 6th - 18% 7th - 31% 8th - 36% >EnVision Math End of Year: Students at or above grade level K - 86% (ESGI) 1st - 37% 2nd - 49% 3rd - 39% 4th - 43% 5th - 25% (4Sight) >4 Sight Math End of Year: Students at or above grade level 6th - 29% 7th - 31% 8th - 28% >Physical Fitness test Pass: 5th - 79% 7th - 76% >LCAP Surveys – At risk students make progress Students - 78% agree Parents - 21% agree Staff - 50% agree	2nd - 50% Actual: 43% 3rd - 55% Actual: 47% 4th - 30% Actual: 33% 5th - 35% Actual: 24% 6th - 20% Actual: 20% 7th - 35% Actual: 20% 8th - 40% Actual: 38% >EnVision Math End of Year: Students at or above grade level K - 88% Actual: 85% 1st - 40% Actual: 41% 2nd - 50% Actual: 59% 3rd - 40% Actual: 53% 4th - 45% Actual: 43% 5th - 35% Actual: 32% >4 Sight Math End of Year: Students at or above grade level 6th - 35% Actual: 18% 7th - 35% Actual: 25% 8th - 35% Actual: 14% >Physical Fitness test Pass: 5th - 82% Actual: 72% 7th - 78% Actual: 76% >LCAP Surveys – At risk students make progress	2nd - 55% Actual: 37% 3rd - 60% Actual: 54% 4th - 35% Actual: 33% 5th - 40% Actual: 24% 6th - 25% Actual: 29% 7th - 40% Actual: 33% 8th - 45% Actual: 37% >EnVision Math End of Year: Students at or above grade level K - 90% Actual: 80% 1st - 45% Actual: 58% 2nd - 55% Actual: 79% 3rd - 45% Actual: 34% 4th - 50% Actual: 40% 5th - 40% Actual: 31% >4 Sight Math End of Year: Students at or above grade level 6th - 40% Actual: 24% 7th - 40% Actual: 22%	2nd - 60% 3rd - 65% 4th - 40% 5th - 45% 6th - 30% 7th - 45% 8th - 50% >EnVision Math End of Year: Students at or above grade level K - 92% 1st - 50% 2nd - 60% 3rd - 50% 4th - 55% 5th - 45% >4 Sight Math End of Year: Students at or above grade level 6th - 45% 7th - 45% 8th - 45% >Physical Fitness test Pass: 5th - 86% 7th - 82% >LCAP Surveys – At risk students make progress Students - 84% agree Parents - 50% agree Staff - 80% agree

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Students - 80% agree Actual: 82% Parents - 30% agree Actual: 30% Staff - 60% agree Actual: 56%	8th - 40% Actual: 22% >Physical Fitness test Pass: 5th - 84% Actual: 72% 7th - 80% Actual: 76% >LCAP Surveys – At risk students make progress Students - 82% agree Actual: 73% Parents - 40% agree Actual: 49% Staff - 70% agree Actual: 57%	

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:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
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
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Expanded Learning through Make-Up Attendance School 1.Employ certificated staff and provide transportation for students to attend Make-Up Attendance school for at-risk students 2.Provide supplies for Make -Up Attendance school.	Expanded Learning through Make-Up Attendance School 1.Employ certificated staff and provide transportation for students to attend Make-Up Attendance school for at-risk students 2.Provide supplies for Make -Up Attendance school. Revised May 2018: Action removed	Expanded Learning through Make-Up Attendance School 1.Employ certificated staff and provide transportation for students to attend Make-Up Attendance school for at-risk students 2.Provide supplies for Make -Up Attendance school. Revised May 2018: Action removed

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000		
Source	Supplemental and Concentration		
Budget Reference	1000-1999: Certificated Personnel Salaries		

Amount	$4,135		
Source	Supplemental and Concentration		
Budget Reference	3000-3999: Employee Benefits		

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Wallace Middle School

Specific Grade Spans: 7th and 8th grades

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Broad Course Access - Science Maintain credentialed science teacher to reduce average class size in grades 4-8 to 25 students to 1 teacher, and provide science classes.	Broad Course Access - Science Maintain credentialed science teacher to reduce average class size in grades 4-8 to 25 students to 1 teacher, and provide science classes. Smaller class sizes give teachers the opportunity to focus on developing a student-teacher relationship	Broad Course Access - Science Maintain credentialed science teacher to reduce average class size in grades 4-8 to 25 students to 1 teacher, and provide science classes. Smaller class sizes give teachers the opportunity to focus on developing a student-teacher relationship

	that fosters increased connectedness between them. This connectedness is missing in many of our unduplicated students.	that fosters increased connectedness between them. This connectedness is missing in many of our unduplicated students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$62,794	$63,301	$78,445
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$26,229	$27,689	$30,924
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Every Student Eats Breakfast 1. Maintain staff to serve breakfast in the classrooms. 2. Maintain custodial time to clean classrooms due to increased spills in the classroom due to students eating in the classroom.	Every Student Eats Breakfast 1. Maintain staff to serve breakfast in the classrooms. Our unduplicated student population come from families with limited financial means and many come to school hungry. By providing the students with a nutritious breakfast they have a greater attention span and ability to concentrate on academics and school. 2. Maintain custodial time to clean classrooms due to increased spills in the classroom due to students eating in the classroom.	Every Student Eats Breakfast 1. Maintain staff to serve breakfast in the classrooms. Our unduplicated student population come from families with limited financial means and many come to school hungry. By providing the students with a nutritious breakfast they have a greater attention span and ability to concentrate on academics and school. 2. Maintain custodial time to clean classrooms due to increased spills in the classroom due to students eating in the classroom.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$20,920	$18,875	$20,211
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Amount	$ 13,008	$13,143	$14,046
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Special Education Inclusion Delivery of specialized services and supports through in- class delivery provided by special education 0.25 certificated and classified staff in tandem with the classroom teacher to ensure that all students have access and can succeed	Special Education Inclusion The majority of our Students with Disabilities is in our unduplicated student count. Parents are not able to financially afford services to ease the access to an equitable environment. Delivery of specialized services and supports through	Special Education Inclusion The majority of our Students with Disabilities is in our unduplicated student count. Parents are not able to financially afford services to ease the access to an equitable environment. Delivery of specialized services and supports through

| in the core curriculum and meet expected standards and the goals of ILPs through services and supports. Use of existing staff and materials. | in- class delivery provided by special education certificated and classified staff in tandem with the classroom teacher to ensure that students have access and can succeed in the core curriculum and meet expected standards and the goals of ILPs through services and supports. Use of existing staff and materials. | in- class delivery provided by special education certificated and classified staff in tandem with the classroom teacher to ensure that students have access and can succeed in the core curriculum and meet expected standards and the goals of ILPs through services and supports. Use of existing staff and materials. |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,053	$66,679	$71,490
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	$38,206	$18,106	$17,407
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$15,642		

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

| English Learners |
| Foster Youth |
| Low Income |

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

| LEA-wide |

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| All Schools |
| Specific Grade Spans: 4th through 8th grades |

Actions/Services

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

| Modified Action |

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

| Unchanged Action |

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

| Unchanged Action |

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Course Access - PE Increase to a 1.75 FTE for 4th-8th grade physical education which will help students of LI populations become more physically active to help cut down on obesity and sharpen academic precision.	Course Access - PE Increase to a 1.75 FTE for 4th-8th grade physical education which will help students of LI populations become more physically active to help cut down on obesity and sharpen academic precision. Revised 05/2018: Increase to 2.0 FTE PE teachers.	Course Access - PE Increase to a 1.75 FTE for 4th-8th grade physical education which will help students of LI populations become more physically active to help cut down on obesity and sharpen academic precision. Revised 05/2018: Increase to 2.0 FTE PE teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$120,943	$146,021	$152,608
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	$47,913	$59,100	$61,009
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 6

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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 Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
LCAP Data Analysis Increase staff to .5 FTE to analyze data and support Dashboard reports of data to stakeholders.	LCAP Data Analysis Increase staff to .5 FTE to analyze data and support Dashboard reports of data to stakeholders. Revised 05/2018:	LCAP Data Analysis Increase staff to .5 FTE to analyze data and support Dashboard reports of data to stakeholders. Revised 05/2018:

	Decrease staff time to 0.3 FTE to data analysis and Dashboard support. Progress and analysis of unduplicated student measures is reported regularly for a continuous improvement process and to refine actions to meet the needs of unduplicated students.	Decrease staff time to 0.3 FTE to data analysis and Dashboard support. Progress and analysis of unduplicated student measures is reported regularly for a continuous improvement process and to refine actions to meet the needs of unduplicated students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$53,766	$32,898	$34,456
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$16,949	$10,973	$11,414
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 7

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners	LEA-wide	All Schools
Foster Youth		
Low Income		

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Response to Intervention Maintain intervention programs and referral processes from 2015-2016; make adjustments to programs, processes and services as identified through the use of on-going monitoring of student data. Create four Alternative Education classrooms for students needing smaller groupings, adjusted schedules and other interventions.	Response to Intervention Maintain intervention programs and referral processes from 2015-2016; make adjustments to programs, processes and services as identified through the use of on-going monitoring of student data. Create two Alternative Education classrooms for students needing smaller groupings, adjusted schedules and other interventions. Revised 05/2018 Add another Alternative Education classroom to make a total of 4.5 FTE. The District has made progress with our unduplicated students through this method of intensive delivery. We will increase the number of certificated and classified staff to provide more of the unduplicated students academic interventions.	Response to Intervention Maintain intervention programs and referral processes from 2015-2016; make adjustments to programs, processes and services as identified through the use of on-going monitoring of student data. Create two Alternative Education classrooms for students needing smaller groupings, adjusted schedules and other interventions. Revised 05/2018 Add another Alternative Education classroom to make a total of 4.5 FTE. The District has made progress with our unduplicated students through this method of intensive delivery. We will increase the number of certificated and classified staff to provide more of the unduplicated students academic interventions. Revised 05/2019 Add Professional Development for teachers to implement additional interventions in classrooms. The

| | | Intervention teachers have had success with pull-out model. Training teachers will increase effectiveness of interventions for all unduplicated students. Additional staff hours and materials will be increased expenses. |
| | | |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$258,477	$287,604	$281,984
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$48,661	$49,135	$51,559
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	$114,217	$138,468	$132,844
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 8

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
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 Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
ELD Coordinator Maintain staff members to analyze data regarding performance and progress of English Language Learners to teachers as a way to inform instruction and use of instructional strategies. the coordinator will attend ELD trainings and serve as a trainer of trainers for the district.	ELD Coordinator Maintain staff members to analyze data regarding performance and progress of English Language Learners to teachers as a way to inform instruction and use of instructional strategies. the coordinator will attend ELD trainings and serve as a trainer of trainers for the district.	ELD Coordinator Maintain staff members to analyze data regarding performance and progress of English Language Learners to teachers as a way to inform instruction and use of instructional strategies. the coordinator will attend ELD trainings and serve as a trainer of trainers for the district.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,968	$743	$803
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	$800	$257	$272
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount	$755		
Source	Supplemental and Concentration		
Budget Reference	3000-3999: Employee Benefits		

Action 9

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Professional Development	Professional Development	Professional Development

Provide on-going professional development/coaching for C&I leaders and administrators every month from an expert in working with student's of poverty utilizing a trainer of trainer model. C&I leaders will serve as early implementers and provide like information and strategies to staff through district-wide, school-wide, grade level or content-alike groups through PLCs.
Support teachers in cultural and 4C's strategies within classrooms.

Provide on-going professional development/coaching for C&I leaders and administrators every month from an expert in working with student's of poverty utilizing a trainer of trainer model. C&I leaders will serve as early implementers and provide like information and strategies to staff through district-wide, school-wide, grade level or content-alike groups through PLCs.
Support teachers in cultural and 4C's strategies within classrooms.

Provide on-going professional development/coaching for C&I leaders and administrators every month from an expert in working with student's of poverty utilizing a trainer of trainer model. C&I leaders will serve as early implementers and provide like information and strategies to staff through district-wide, school-wide, grade level or content-alike groups through PLCs.
Support teachers in cultural and 4C's strategies within classrooms.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$33,092	$30,000	$4,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$9,540	$5,752	$1,032
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		$7,939	$3,000
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Amount			$10,500
Source			LCFF Supplemental and Concentration
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures

Action 10

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Wallace Middle School

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Behavior Interventions Maintain 1 FTE behavior specialist to deliver counseling services to 6th- 8th grade students to address emotional,	Behavior Interventions Maintain 1 FTE behavior specialist to deliver counseling services to 6th- 8th grade students to address emotional,	Behavior Interventions Maintain 1 FTE behavior specialist to deliver counseling services to 6th- 8th grade students to address emotional,

behavioral, and truancy issues that serve as a barrier to student learning.	behavioral, and truancy issues that serve as a barrier to student learning. Revised 05/2018: Increase to 2.0 FTE Behavior Intervention Specialists. Our data shows that students in our unduplicated count struggle with appropriate behavior at school. The Behavior Specialist was able to address student issues effectively at the Middle school. The additional Behavior Specialist will work with unduplicated Elementary students.	behavioral, and truancy issues that serve as a barrier to student learning. Revised 05/2018: Increase to 2.0 FTE Behavior Intervention Specialists.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$65,240	$105,915	$113,435
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$26,646	$55,981	59,667
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 11

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	

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 Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Tutoring Maintain extra hour service for tutoring from paraprofessional and/or teacher at lunch, before and after school for at-risk student populations.	Tutoring Maintain extra hour service for tutoring from paraprofessional and/or teacher at lunch, before and after school for at-risk student populations. The District has made progress with our unduplicated students through after school and lunchtime tutoring. This intervention supplements the Response to Intervention Action above for our unduplicated students.	Tutoring Maintain extra hour service for tutoring from paraprofessional and/or teacher at lunch, before and after school for at-risk student populations

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,500	$4,500	$4,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$1,058	$863	$882
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

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)

New Goal

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

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

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 12

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$1,759,580	25.86%

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).

Kernville Union Elementary School District (KUSD) uses all LCFF supplemental and concentration funds to improve student growth, achievement, and learning
that principally meets the needs of low income, English learners, and foster youth at all school sites. All expenditures must be approved through the District
Office (Superintendent and Chief Business Officer/Assistant to Superintendent) and conforms to LCAP intent of benefiting unduplicated students.

Unduplicated students in the Socioeconomically Disadvantaged group numbered 80.4%, English Learners are 1.6% and Foster Youth are 1.1% of all students. Unduplicated student rates by site are:
Kernville Elementary = 74.1% SED; 2.2% ELL; and 0.7% Foster Youth
Woodrow W. Wallace Elementary = 85.4% SED; 2.1% ELL; and 0.8% Foster Youth
Woodrow Wallace Middle School = 75.2% SED; 0.3% ELL; and 1.7% Foster Youth

Unduplicated students are identified as socioeconomically disadvantaged, as English Learners (EL), or as foster youth. Due to the high unduplicated student
count district-wide, the district's only reasonable, responsible, and appropriate course of action is to ensure educational equity for all students. Funding is being
used to remove barriers in the education process, support positive social and emotional well-being, provide a

safe and positive learning environment, and increase performance levels so all students are prepared for high school. Students from poverty enter school lacking skills, knowledge and healthiness than students from affluent families. Our LCAP Actions and Services address their physical, emotional and intellectual needs to prepare and nurture them in order for them to access core curriculum.

Goal 1 Actions 1-8, Goal 2 Actions 1-7, and Goal 3 Actions 1-11 are principally directed in order to achieve the program's goals for its unduplicated student groups.

Funds expended from LCFF sources will be used in response to research and evidence-based programs and the annual LCAP Climate Survey of Parents,

Students, and Staff. These will include:

Intervention classes/instruction for Tier 2 and 3 students in academic achievement, behavior, and social-emotional learning

School Climate programs in a Multi-Tiered System of Supports to reduce chronic absenteeism, truancy and suspensions

Expansion of electives for 7th and 8th grade students to offer Career and Technical courses

An inclusion model for students with disabilities

Based upon educational theory, student needs, past practices, and supporting research KUSD has determined the above actions are the most effective use of

funds to meet our goals for unduplicated students. KUSD has established procedures and processes to ensure supplemental and concentration funds from

LCFF are expended in a manner that benefits the intended student subgroups. All expenditures from LCFF funds are tracked and monitored per Actions and Services prescription on a monthly basis and reported at Administrative meetings. Discussions and consensus is reached during Admin meetings in the rare occasions that an Action or Service is revised, or budgeted items are expended more or less than planned. Our unduplicated students have needs resulting from poverty that inhibit their access to core curriculum. LCAP Actions and Services provide basic needs that need to be met in order for students to learn. Because most children from poverty enter school already behind academically and intellectually, our LCAP Actions and Services provide them with interventions and intensive learning to "catch them up" with more affluent students.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds   Percentage to Increase or Improve Services

$1,783,309	25.96%

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).

Kernville Union Elementary School District (KUSD) uses all LCFF supplemental and concentration funds to improve student growth, achievement, and learning
that principally meets the needs of low income, English learners, and foster youth at all school sites. All expenditures must be approved through the District
Office (Superintendent and Chief Business Officer/Assistant to Superintendent) and conforms to LCAP intent of benefiting unduplicated students.

Student enrollment in the Kernville Union Elementary Union School District program is 77% unduplicated, with the following site unduplicated information:
Kernville Elementary = 79%
Woodrow W. Wallace Elementary = 86%
Woodrow Wallace Middle School = 76%

Unduplicated students are identified as socioeconomically disadvantaged, as English Learners (EL), or as foster youth. Due to the high unduplicated student
count district-wide, the district's only reasonable, responsible, and appropriate course of action is to ensure educational equity for all students. Funding is being
used to provide students with access to core curriculum, remove barriers in the education process, support positive social and emotional well-being, provide a
safe and positive learning environment, and increase performance levels so all students are prepared from high school.
Goal 1 Actions 1-8, Goal 2 Actions 1-7, and Goal 3 Actions 1-11 are principally directed in order to achieve the program's goals for its unduplicated student groups.

Funds expended from LCFF sources will be used in response to research and evidence-based programs and the annual LCAP Climate Survey of Parents,

Students, and Staff. These will include:

Intervention classes/instruction for Tier 2 and 3 students in academic achievement, behavior, and social-emotional learning

School Climate programs in a Multi-Tiered System of Supports to reduce chronic absenteeism, truancy and suspensions

Expansion of electives for 7th and 8th grade students to offer Career and Technical courses

An inclusion model for students with disabilities

Based upon educational theory, student needs, past practices, and supporting research KUSD has determined the above actions are the most effective use of

funds to meet our goals for unduplicated students KUSD follows practices advocated from PBIS, The Leader In Me, Marzano Research, Common Core State Standards, Trauma Informed Care, and the recommendations of CSI team. KUSD has established procedures and processes to ensure supplemental and concentration funds from

LCFF are expended in a manner that benefits the intended student subgroups. Expenditures are reported to the Administration team monthly to monitor fidelity to LCAP budgeted Actions and Services.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$1,728,741	27.93%

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).

Kernville Union Elementary School District (KUSD) uses all LCFF supplemental and concentration funds to improve student growth, achievement, and learning that principally meets the needs of low income, English learners, and foster youth at all school sites. All expenditures must be approved through the District Office (Superintendent and Chief Business Officer/Assistant to Superintendent) and conforms to LCAP intent of benefiting unduplicated students.

Student enrollment in the Kernville Union Elementary Union School District program is 77% unduplicated, with the following site unduplicated information:
· Kernville Elementary =71%
· Woodrow W. Wallace Elementary =83%
· Woodrow Wallace Middle School-73%

Unduplicated students are identified as socioeconomically disadvantaged, as English Learners (EL), or as foster youth. Due to the high unduplicated student count district-wide, the district's only reasonable, responsible, and appropriate course of action is to ensure educational equity for all students. Funding is being used to provide students with access to core curriculum, remove barriers in the education process, support a positive social and emotional well-being, provide a safe and positive learning environment, and increase performance levels so all students are prepared from high school. Goal 1 Actions 1-8, Goal 2 Actions 1-7, and Goal 3 Actions 1-11 are principally directed in order to achieve the program's goals for its unduplicated student groups.

Funds expended from LCFF sources will be used in response to research and evidence-based programs and the annual LCAP Climate Survey of Parents, Students, and Staff. These will include:
> Intervention classes/instruction for Tier 2 and 3 students in academic achievement, behavior, and social-emotional learning
> School Climate programs in a Multi-Tiered System of Supports to reduce chronic absenteeism, truancy and suspensions
> Expansion of electives for 7th and 8th grade students to offer Career and Technical courses
> An inclusion model for students with disabilities

Based upon educational theory, student needs, past practices, and supporting research KUSD has determined the above actions are the most effective use of funds to meet our goals for unduplicated students. KUSD has established procedures and processes to ensure supplemental and concentration funds from LCFF are expended in a manner that benefits the intended student subgroups.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

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.

- **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.

- **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.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

> Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.
>
> - Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
>
> - Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
>
> - Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
>
> - 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 data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

> Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

>> **Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

> For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

> For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

>> - If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

>> - If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

>> - If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

>> **For charter schools and single-school school districts**, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

> Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

   o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:
  A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
  B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
  C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
  A. The implementation of state board adopted academic content and performance standards for all students, which are:
      a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
      b. Mathematics – CCSS for Mathematics
      c. English Language Development (ELD)
      d. Career Technical Education
      e. Health Education Content Standards
      f. History-Social Science
      g. Model School Library Standards
      h. Physical Education Model Content Standards
      i. Next Generation Science Standards
      j. Visual and Performing Arts
      k. World Language; and
  B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
  A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
  B. How the school district will promote parental participation in programs for unduplicated pupils; and
  C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
  A. Statewide assessments;
  B. The Academic Performance Index;
  C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
  D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
  E. The English learner reclassification rate;
  F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
  G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
  A. School attendance rates;
  B. Chronic absenteeism rates;
  C. Middle school dropout rates;
  D. High school dropout rates; and
  E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;
  B. Pupil expulsion rates; and
  C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
  A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
  B. Programs and services developed and provided to unduplicated pupils; and
  C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
  A. Working with the county child welfare agency to minimize changes in school placement
  B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
  C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
  D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
  A. Local priority goals; and
  B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

    (a) "Chronic absenteeism rate" shall be calculated as follows:

        (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

        (A) enrolled less than 31 days

        (B) enrolled at least 31 days but did not attend at least one day

        (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

            (i) are enrolled in a Non-Public School

            (ii) receive instruction through a home or hospital instructional setting

            (iii) are attending a community college full-time.

        (2) The number of students who meet the enrollment requirements.

        (3) Divide (1) by (2).

    (b) "High school dropout rate" shall be calculated as follows:

        (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

        (2) The total number of cohort members.

        (3) Divide (1) by (2).

    (c) "High school graduation rate" shall be calculated as follows:

        (1) For a 4-Year Cohort Graduation Rate:

        (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

        (B) The total number of students in the cohort.

        (C) Divide (1) by (2).

        (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

        (A) The number of students who either graduated as grade 11 students or who earned any of the following:

        (i) a regular high school diploma

        (ii) a High School Equivalency Certificate

        (iii) an adult education diploma

        (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

        (B) The number of students in the DASS graduation cohort.

        (C) Divide (1) by (2).

    (d) "Suspension rate" shall be calculated as follows:

        (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

        (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

        (3) Divide (1) by (2).

    (e) "Expulsion rate" shall be calculated as follows:

        (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

        (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS
Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,783,311.00	1,838,100.00	1,875,750.00	1,783,311.00	1,794,658.00	5,453,719.00
	0.00	0.00	15,642.00	0.00	0.00	15,642.00
LCFF Supplemental and Concentration	0.00	1,838,100.00	0.00	0.00	55,107.00	55,107.00
Supplemental and Concentration	1,783,311.00	0.00	1,860,108.00	1,783,311.00	1,739,551.00	5,382,970.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	1,783,311.00	1,838,100.00	1,875,750.00	1,783,311.00	1,794,658.00	5,453,719.00
	0.00	0.00	15,642.00	0.00	0.00	15,642.00
1000-1999: Certificated Personnel Salaries	849,183.00	861,737.00	841,970.00	849,183.00	841,456.00	2,532,609.00
2000-2999: Classified Personnel Salaries	253,414.00	273,753.00	321,024.00	253,414.00	294,016.00	868,454.00
3000-3999: Employee Benefits	421,065.00	417,341.00	439,277.00	421,065.00	424,385.00	1,284,727.00
4000-4999: Books And Supplies	133,388.00	128,357.00	124,889.00	133,388.00	107,674.00	365,951.00
5000-5999: Services And Other Operating Expenditures	32,500.00	44,029.00	38,626.00	33,000.00	37,211.00	108,837.00
5700-5799: Transfers Of Direct Costs	500.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	93,261.00	112,883.00	94,322.00	93,261.00	89,916.00	277,499.00

* Totals based on expenditure amounts in goal and annual update sections.

		Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,783,311.00	1,838,100.00	1,875,750.00	1,783,311.00	1,794,658.00	5,453,719.00
		0.00	0.00	15,642.00	0.00	0.00	15,642.00
	Supplemental and Concentration	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	861,737.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	849,183.00	0.00	841,970.00	849,183.00	841,456.00	2,532,609.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	273,753.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	253,414.00	0.00	321,024.00	253,414.00	294,016.00	868,454.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	0.00	417,341.00	0.00	0.00	4,994.00	4,994.00
3000-3999: Employee Benefits	Supplemental and Concentration	421,065.00	0.00	439,277.00	421,065.00	419,391.00	1,279,733.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	128,357.00	0.00	0.00	13,799.00	13,799.00
4000-4999: Books And Supplies	Supplemental and Concentration	133,388.00	0.00	124,889.00	133,388.00	93,875.00	352,152.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	44,029.00	0.00	0.00	3,000.00	3,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	32,500.00	0.00	38,626.00	33,000.00	34,211.00	105,837.00
5700-5799: Transfers Of Direct Costs	Supplemental and Concentration	500.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	112,883.00	0.00	0.00	33,314.00	33,314.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	93,261.00	0.00	94,322.00	93,261.00	56,602.00	244,185.00

* Totals based on expenditure amounts in goal and annual update sections.

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	357,373.00	393,918.00	522,370.00	357,373.00	372,257.00	1,252,000.00
Goal 2	281,996.00	289,735.00	337,868.00	281,996.00	265,913.00	885,777.00
Goal 3	1,143,942.00	1,154,447.00	1,015,512.00	1,143,942.00	1,156,488.00	3,315,942.00
Goal 4			0.00	0.00	0.00	0.00
Goal 5			0.00	0.00	0.00	0.00
Goal 6			0.00	0.00	0.00	0.00
Goal 7			0.00	0.00	0.00	0.00
Goal 8			0.00	0.00	0.00	0.00

Total Expenditures by Goal

* Totals based on expenditure amounts in goal and annual update sections.

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources	1,783,311.00	1,838,100.00	1,875,750.00	1,783,311.00	1,794,658.00
	0.00	0.00	15,642.00	0.00	0.00
LCFF Supplemental and Concentration	0.00	1,838,100.00	0.00	0.00	55,107.00
Supplemental and Concentration	1,783,311.00	0.00	1,860,108.00	1,783,311.00	1,739,551.00

	Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source				
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources	120,917.00	127,260.00	297,736.00	120,917.00	131,577.00
	0.00	0.00	0.00	0.00	0.00
LCFF Supplemental and Concentration	0.00	127,260.00	0.00	0.00	15,350.00
Supplemental and Concentration	120,917.00	0.00	297,736.00	120,917.00	116,227.00