LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rio Bravo-Greeley Union Elementary School District

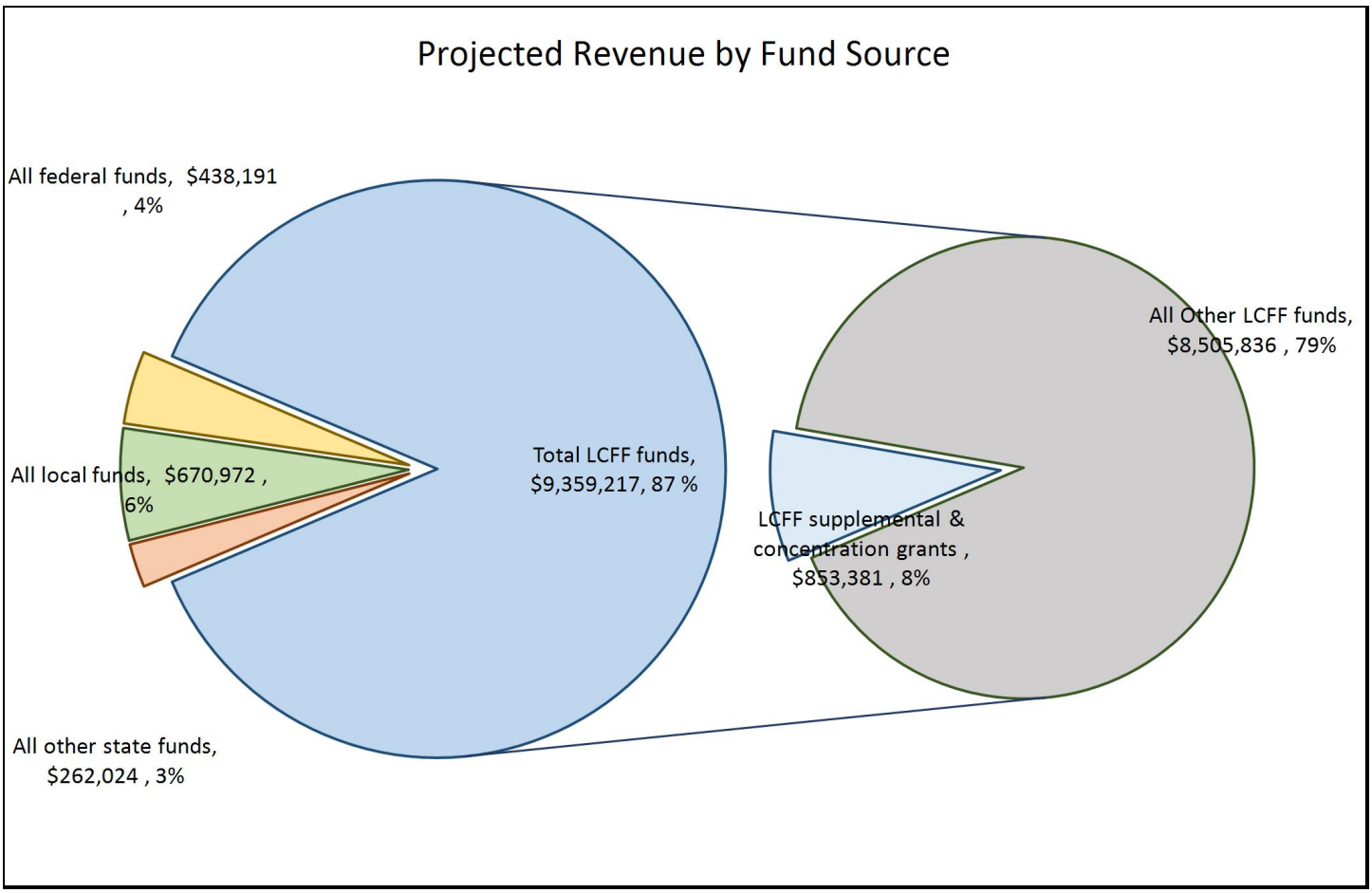
CDS Code: 15735440000000

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

LEA contact information: Dana Hyatt, Coordinator of Academic Programs

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

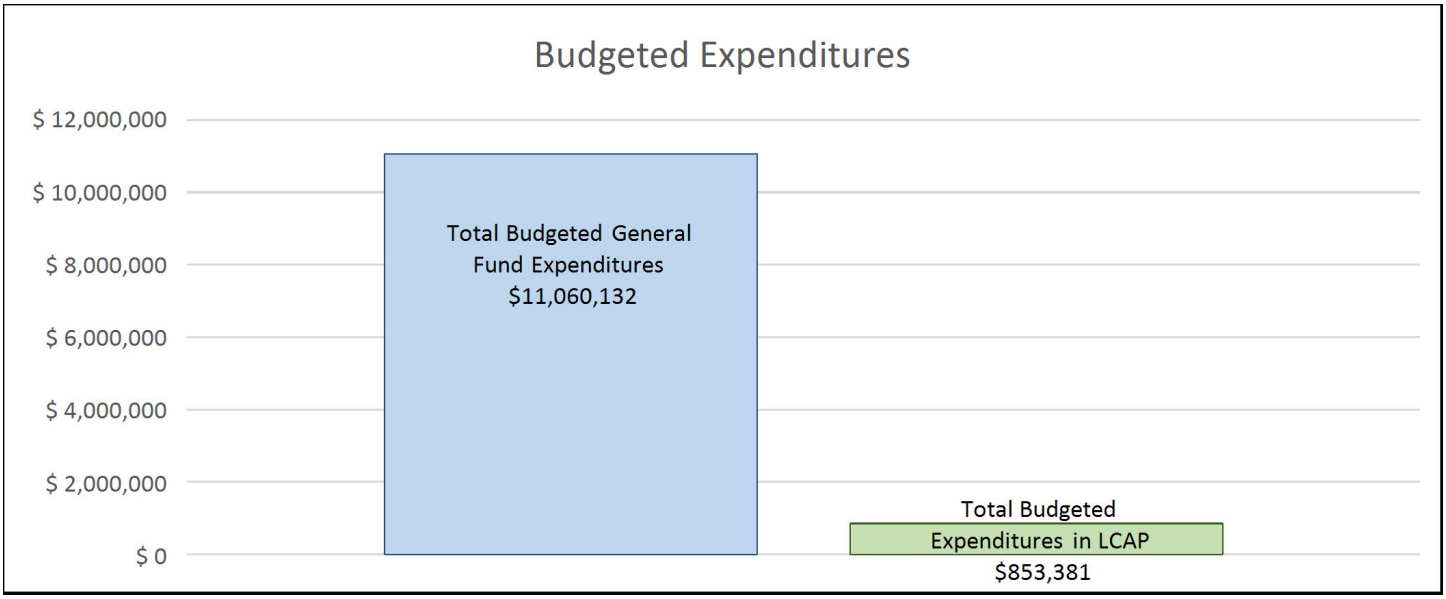


This chart shows the total general purpose revenue Rio Bravo-Greeley Union Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Rio Bravo-Greeley Union Elementary School District is $10,730,404.49, of which $9,359,217.33 is Local Control Funding Formula (LCFF), $262,023.73 is other state funds, $670,972.13 is local funds, and $438,191.30 is federal funds. Of the $9,359,217.33 in LCFF Funds, $853,381.00 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.



This chart provides a quick summary of how much Rio Bravo-Greeley 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.

Rio Bravo-Greeley Union Elementary School District plans to spend $11,060,131.56 for the 2019-20 school year. Of that amount, $853,381.00 is tied to actions/services in the LCAP and $10,206,750.56 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The majority of the General Fund expenditures not captured in the LCAP are made up of base program costs= salaries, benefits, STRS, PERS, etc. The remaining funds reflect expenditures for federal programs (Title I, II and III), special education programs and services (not included in the LCAP), and contributions to restricted maintenance.

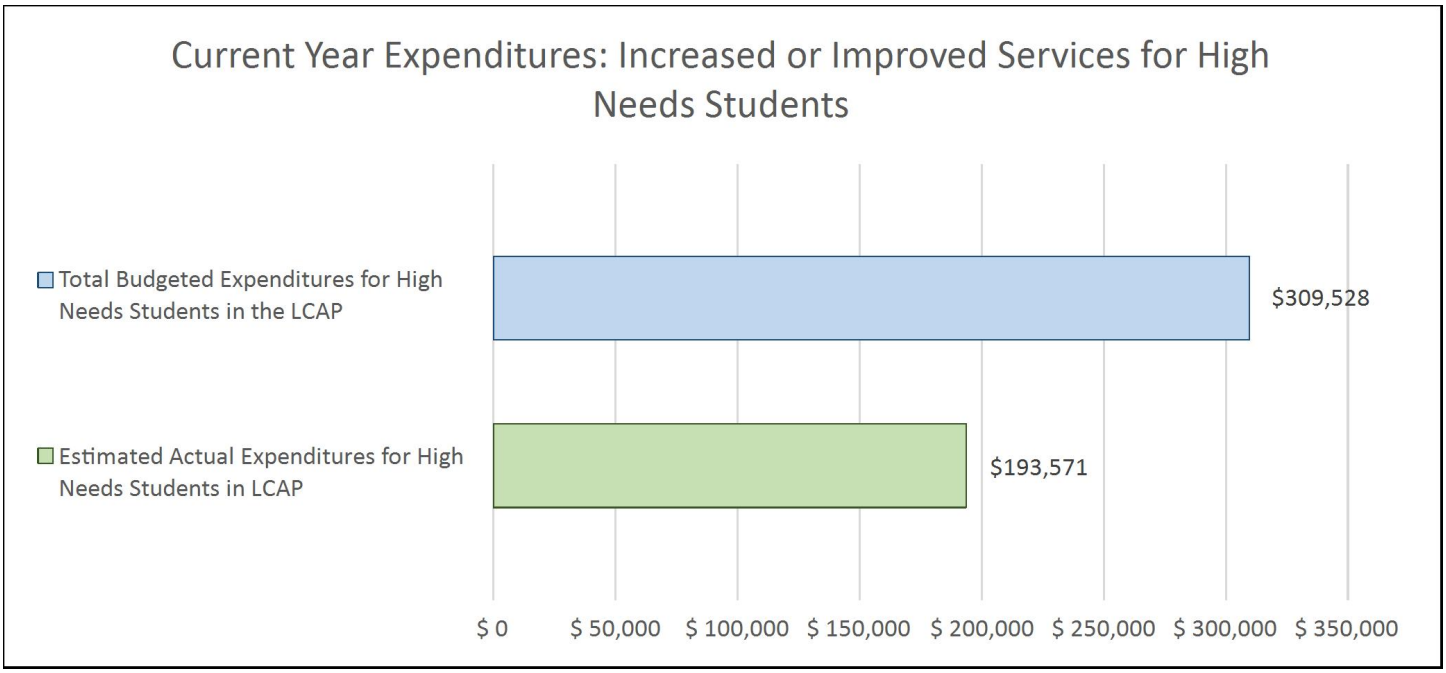
Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Rio Bravo-Greeley Union Elementary School District is projecting it will receive $853,381.00 based on the enrollment of foster youth, English learner, and low-income students. Rio Bravo-Greeley 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, Rio Bravo-Greeley Union Elementary School District plans to spend $269,579.19 on actions to meet this requirement.

The additional improved services described in the LCAP include the following:
The actions/services in the LCAP will meet the requirements to improve services for high students by prioritizing academics to meet the needs of all students. RBGUSD along through the Continuous Improvement Process is working towards creating the systems and structures to do so. Within the LCAP directed for high needs students includes: interventions and supports, social and emotional supports, extension curriculum, and intervention of all levels highly qualified staff members.

LCFF Budget Overview for Parents

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



This chart compares what Rio Bravo-Greeley 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 Rio Bravo-Greeley 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, Rio Bravo-Greeley Union Elementary School District's LCAP budgeted $309,528.36 for planned actions to increase or improve services for high needs students. Rio Bravo-Greeley Union Elementary School District estimates that it will actually spend $193,571.06 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of $-115,957.29,999,999,999 had the following impact on Rio Bravo-Greeley Union Elementary School District's ability to increase or improve services for high needs students:
Complete estimated actual expenditures are not approved till Fall of 2019. The greatest factor for less estimated actual expenditures in 18-19 is an intervention teacher was removed with the ability to fund via Title I funding.

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Contact Name and Title	Email and Phone
Rio Bravo-Greeley Union Elementary School District	Dana Hyatt Coordinator of Academic Programs	dhyatt@rbgusd.org (661) 589-2696

2017-20 Plan Summary

The Story

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

The Rio Bravo-Greeley Union School District believes that all students can succeed and should be granted the appropriate academic environment to do so. We believe that students should be thriving in 21st century skills and digital learning while in a new era of Common Core mentality. All students will grow to become innovative and self-motivated within a collaborative school community. We strive to create students who will be college, career, and civic life ready with a sense of self and morality. We believe in Deeper Learning incorporating the 6C's into our student's daily tasks: Collaboration, Creativity, Critical Thinking, Citizenship, Character, and Communication.

Rio Bravo-Greeley is located approximately 12 miles west of Bakersfield, California, at the intersection of State Route 43 and Kratzmeyer Road in an area that is predominantly farmland and oil related businesses. In recent years, new residential development has begun to push into our district boundaries. The school district has a long tradition of educational excellence, which was

established 125 years ago. For most of those first one hundred years Rio Bravo-Greeley was a small rural farm community between Bakersfield and Buttonwillow where very little ever changed. In recent years, however, change has become the norm.

There is a long tradition of excellence in every aspect of the district's programs and maintaining this excellence in the midst of rapid growth has stretched the district's collective creativity. The district's extraordinary facilities have always been a key ingredient to the outstanding programs offered to the students of Rio Bravo-Greeley. A swimming pool, gymnasium, and auditorium have enabled the staff at Rio Bravo-Greeley to offer wonderful school experiences to all students. The Rio Bravo-Greeley School District is experiencing steady growth in almost every area of the school's experience. An outstanding and dedicated staff is responding to this growth with district programs that are exciting and challenging. Rio Bravo-Greeley truly is a great place to grow!

During the 2018-2019 academic year the district partnered with Kern County Superintendent of Schools to participate in a Continuous Improvement Process. This process was lead by a district team consisting of parents, board members, teachers, and administrators. Through the process the team defined the goal of working district-wide towards having systems and structures in place to prioritize academics, which will result in meeting the needs of all students. Continuous improvements defined are driving forces in and to our LCAP. Through the district's work with the Continuous Improvement Process the district will focus on:

- Clarity and articulation of RBGUSD's vision
- Data-driven decision making
- Academic supports that meet the needs of all students

The district is composed of two schools, Rio Bravo Elementary serving TK-4 and Rio Bravo-Greeley Elementary School serving 5-8. Special Education Mod/Severe Program with preschool is also hosted at Rio Bravo Elementary. Enrollment as of Census Day 10/03/2018 district-wide: 1029

District-wide student body composition as of 10/03/2018:

- Unduplicated Student Count: 50%

- English Learners (ELs): 12%
- Migrant Ed: 0.1%
- Socioeconomically Disadvantaged: 49%
- Special Education: 7%
- Foster Youth: .01%
- Homeless: 0%

- White: 52.7%
- Hispanic: 42.5%
- American Indian/ Alaska Native: 1.6%
- Asian: 1%
- African American: 0.8%
- Filipino: 0.5%
- Pacific Islander: 0.5%
- 2 of More Races: 0.5%

LCAP Highlights

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

Through analysis of our state and local data, as well as input from staff and stakeholders, we have identified our focus areas to be addressed to achieve that all students will thrive in 21st century skills and digital learning while in a new era of Common Core mentality. We strive to create students who will be college, career, and civic life ready with application of the LCAP goals deepening the learning of students' daily tasks. Through the district's work with the Continuous Improvement Process the district will focus on:

- Clarity and articulation of RBGUSD's vision
- Data-driven decision making
- Academic supports that meet the needs of all students

Identified Goals of Focus:

Goal 1: All students will show academic growth in California state adopted standards.

- A high quality instructional program will be offered through implementation of the content and performance standards for all students, including EL Programs and services enabling ELs to access to the CORE and ELD standards. (Priority 2)
- Pupil achievement will show growth via statewide assessments, Academic Performance Index, EL progress toward English proficiency, and EL reclassification rate. (Priority 4)
- Course Access and enrollment will be available to all students in all required areas of study. (Priority 7)

Goal 2: Ensure campus safety and positive school culture at all school sites.

- Parental involvement will be encouraged and measured in efforts to seek parent input and decision making. (Priority 3)
- Pupil engagement will be encouraged and measured by school attendance rates, chronic absenteeism rates, and middle school dropout rates. (Priority 5)
- Positive school climate will be encouraged and measured by student suspension rates, student expulsion rates, and other local measure. (Priority 6)

Goal 3: Focus on college and career readiness which encompasses 21st century learning skills and leveraging the digital.

- Basic services will be to a degree of which teachers are appropriately assigned and credentialed in subject areas, students have sufficiently access to standards-aligned instructional materials, and in which school facilities are maintained and in good repair. (Priority 1)
- Other pupil outcomes will be measured as additional indicators of student performance in required areas of study. (Priority 8)

Review of Performance

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

Greatest Progress

The Rio Bravo-Greeley Union School District is extremely proud of its greatest progress as it relates to the LCAP's three goals district-wide:

Goal 1: All students will show academic growth in English Language Arts and Mathematics.

- SBAC English Language Arts District-wide Indicator Fall 2018 highlights the district All Students increased 11.2 points in relation to the average distance from level 3- Standard Met (Priority 4)
- SBAC English Language Arts District-wide Indicator Fall 2018 highlights the district's English Learners increased significantly 15.8 points in relation to the average distance from level 3- Standard Met (Priority 4)
- SBAC English Language Arts District-wide Indicator Fall 2018 highlights the district's Hispanic students increased 7.5 points in relation to the average distance from level 3- Standard Met (Priority 4)
- SBAC English Language Arts District-wide Indicator Fall 2018 highlights the district's Socioeconomically Disadvantaged students increased 8.9 points in relation to the average distance from level 3- Standard Met. (Priority 4)
- SBAC English Language Arts District-wide Indicator Fall 2018 highlights the district's Students with Disabilities increased 12.3 points in relation to the average distance from level 3- Standard Met. (Priority 4)
- SBAC Mathematics District-wide Indicator Fall 2018 highlights the district's All Students increased 11.7 points in relation to the average distance from level 3- Standard Met (Priority 4)
- SBAC Mathematics District-wide Indicator Fall 2018 highlights the district's English Learners increased 12.7 points in relation to the average distance from level 3- Standard Met (Priority 4)
- SBAC Mathematics District-wide Indicator Fall 2018 highlights the district's Hispanic students increased 9.6 points in relation to the average distance from level 3- Standard Met (Priority 4)
- SBAC Mathematics District-wide Indicator Fall 2018 highlights the district's Socioeconomically Disadvantaged students increased 14.4 points in relation to the average distance from level 3- Standard Met. (Priority 4)
- SBAC Mathematics District-wide Indicator Fall 2018 highlights the district's Students with Disabilities increased 9.6 points in relation to the average distance from level 3- Standard Met. (Priority 4)
- The district is proud to offer 100% implementation of the CA academic and performance standards, as well as strong instructional strategies, and implementation of programs/services that enable ELs to access CCSS and ELD standards for academic content knowledge and English Language proficiency. The district is proud to offer 100% pupil access to and are enrolled in a broad course of study and 100% of unduplicated and pupils with exceptional needs have access to and are enrolled in programs/services specific to their needs. The district is proud to have increased STEM Project Lead the Way courses from two to four significantly increasing the number of electives offered and students reached for CTE modeled courses. (Priority 2, 4, 7)

Goal 2: Increase and improve school culture at all school sites.

- The district is proud to offer a vast number of parent involvement opportunities to various stakeholder groups: LCAP presentations and survey, English Language parent meetings, parent education outreach targeted towards our the unduplicated count, and our special education community. (Priority 3)

- The district is proud to maintain a high attendance rate maintaining approximately around 96%. The district is proud to focus on Positive Behavioral Interventions & Supports- PBIS to make sure all students receive strong first instruction while keeping our suspension and explosion rate to a minimum. (Priority 5, 6)

Goal 3: Continue to maintain current programs and facilities.

- The district is very proud to have offered a high level and proceeding expectation of professional development being standards based, rich in instructional strategies, and deepening the learning of students' daily tasks. The district has worked diligently to become nearly 1:1 Chromebook based.
- The district is proud to maintain FIT good/exemplary rating for all schools. (Priority 1)
- The district is proud to execute a rigorous district-wide benchmark schedule with higher level item specifications and progress monitoring students throughout the year. (Priority 8)

The district plans to maintain and build upon its success by continuing to secure internal and external accountability. The district is continuing improvement towards having systems and structures in place to prioritize academics, which will result in meeting the needs of all students. Continuous improvements are driving forces in and to our LCAP. Through the district's work with the Continuous Improvement Process the district will focus on:

- Clarity and articulation of RBGUSD's mission and vision
- Data-driven decision making
- Academic supports that meet the needs of all students

District-wide we will continue to, and grow deeper in, analyzing data as it relates to student achievement for all students and subgroups.

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

Greatest Needs

The Rio Bravo-Greeley Union School District identifies the below greatest needs as they relate to the LCAP's three goals district-wide:

Goal 1: All students will show academic growth in English Language Arts and Mathematics.

CA School Dashboard: English Language Arts (Priority 4)

Color: The following student groups are performing in the red or orange performance categories:

- Students with Disabilities: Orange

Status: The following student groups are performing below level 3 and are identified in the low or very low status level:

- All Students: Low (7.1 points below)
- English Learners: Low (49.7 points below)
- Socioeconomically Disadvantaged: Low (37.9 points below)

- Students with Disabilities: Very Low (91.8 points below)
- Hispanic: Low (32.9 points below)

Change:The following student groups declined or declined significantly in change level:

- NA

CA School Dashboard: Mathematics (Priority 4)

Color: The following student groups are performing in the red or orange performance categories:

- Students with Disabilities: Orange

Status: The following student groups are performing below level 3 and are identified in the low or very low status level:
- All Students: Low (26.6 points below)
- English Learners: Low (60.6 points below)
- Socioeconomically Disadvantaged: Low (54.6 points below)
- Students with Disabilities: Very Low (104.1 points below)
- Hispanic: Low (51.2 points below)

Change: The following student groups declined or declined significantly in change level:

- NA

CA English Learner Progress (Priority 4)

- NA

Goal 2: Increase and improve school culture at all school sites.

Suspension Rate (Priority 6)

Color: The following student groups are performing in the red or orange performance categories:
- All Students: Orange
- English Learners: Orange
- Socioeconomically Disadvantaged: Orange
- Hispanic: Orange
- White-Orange

Status: The following student groups are identified in the high or very high status level:
- All Students: High (3.1%)
- Socioeconomically Disadvantaged: High (4.0%)
- Students with Disabilities: High (3.2%)

Change: The following student groups increased or increased significantly in change level:
- All Students: Increased (0.8%)
- English Learners: Increased (1.0%)
- Socioeconomically Disadvantaged: Increased (0.7%)
- Hispanic: Increased (0.4%)

- White: Increased (0.9%)

Goal 3: Continue to maintain current programs and facilities.

- Continue to maintain technology and support programs to provide multiple college and career readiness courses at the middle school, and AVID

Steps the LEA is planning to take to address these areas with the greatest need for improvement:

Goal 1:
- Strengthen academic supports to meet the needs of all students
- Increase data-driven decision making
- In an effort to increase overall and subgroup academic growth in California state adopted standards the district will focus on standards based instruction with the prioritization lending to the creation of rigorous CFAs, Data Team PLC professional development, and eventually leading to standards based report cards
- Continue efforts in teacher professional development as related to ELD in all subjects
- Continue implementation of WFTB writing program to enhance students' ability to articulate in writing a performance based task

Goal 2:
- Continue implementation plan of PBIS while using more data to support and identify greatest area of needs as it relates to students, subgroups, behaviors, and location of behaviors
- Focus on overall positive school climate where students will be safe and secure
- Maintain district-wide nurse with focus on school safety, connecting families to community resources based on need
- Increase school psychologist on campuses to provide social and emotional intervention supports and counseling

Goal 3:

- Continue to maintain technology and and support programs to provide multiple college and career readiness courses at the middle school, and AVID

The district is continuing improvement towards having systems and structures in place to prioritize academics, which will result in meeting the needs of all students. Continuous improvements are driving forces in and to our LCAP.

District-wide we will continue to, and grow deeper in, analyzing data as it relates to student achievement for all students and subgroups.

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

Homeless students were misidentification during the 2017-2018 CALPADS submission. This misidentification created a Homeless group large enough to calculate a subgroup on the California

Dashboard. The below performance gaps are not true but are represented on the California Dashboard.

- The 2018 Fall CA English Language Arts (Grades 3-8) Indicator reflects "All Students" as being in the Yellow performance band and the following student group identified as being in the Red: Homeless. (Priority 4)
- The 2018 Fall CA Mathematics (Grades 3-8) Indicator reflects "All Students" as being in the Yellow performance band and the following student group identified as being in the Orange: Homeless. (Priority 4)
- The 2018 Fall CA Suspension Indicator reflects "All Students" as being in the Orange performance band and the following student group identified as being in the Red: Homeless. (Priority 6)

The district has made changes to the processes and procedures for identification of students through the determination of residential status.

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.

NA

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.

- NA

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.

- NA

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

All students will show academic growth in California state adopted standards.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 2: Implementation of State Standards A: Implementation of CA academic and performance standards **18-19** 100% implementation of CA academic and performance standards **Baseline** 100% implementation of CA academic and performance standards	Priority 2: Implementation of State Standards A: Implementation of CA academic and performance standards 18/19 100% implementation of CA academic and performance standards
Metric/Indicator Priority 2: Implementation of State Standards B: How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency **18-19** 100% programs and services enable ELs to access core and ELD standards **Baseline** 100% programs and services enable ELs to access core and ELD standards	Priority 2: Implementation of State Standards B: How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency 18/19 100% programs and services enable ELs to access core and ELD standards

Expected	Actual
Metric/Indicator Priority 4: Pupil Achievement A: Statewide assessments **18-19** Smarter Balanced Statewide Assessment 2017-2018: • 50% of all students met at grade level or above in ELA • 40% of all students met grade level or above in Mathematics **Baseline** Smarter Balanced Statewide Assessment 2015-2016: • 45% of all students met at grade level or above in ELA • 35% of all students met grade level or above in Mathematics	Priority 4: Pupil Achievement A: Statewide assessments 18/19 Smarter Balanced Statewide Assessment 2017-2018: • 49% of all students met at grade level or above in ELA • 39% of all students met grade level or above in Mathematics
Metric/Indicator Priority 4: Pupil Achievement B: Academic Performance Index **18-19** NA **Baseline** NA	Priority 4: Pupil Achievement B: Academic Performance Index 18/19 NA
Metric/Indicator Priority 4: Pupil Achievement C: Percentage of pupils completing A-G courses or CTE sequences/programs **18-19** NA (Elementary District) **Baseline** NA (Elementary District)	Priority 4: Pupil Achievement C: Percentage of pupils completing A-G courses or CTE sequences/programs 18/19 NA (Elementary District)
Metric/Indicator Priority 4: Pupil Achievement D: Percentage of EL pupils making progress toward English proficiency **18-19** * Transition to ELPAC	Priority 4: Pupil Achievement D: Percentage of EL pupils making progress toward English proficiency 18-19 *Transition to ELPAC AMAO 1: NA AMAO 2a: NA

Expected	Actual
AMAO 1: NA AMAO 2a: NA AMAO 2b: NA **Baseline** AMAO 1: 54% AMAO 2a: 22.2% AMAO 2b: 47.9%	AMAO 2b: NA
Metric/Indicator Priority 4: Pupil Achievement E: English Learner reclassification rate **18-19** Increase to 8% **Baseline** 6.3%	Priority 4: Pupil Achievement E: English Learner reclassification rate 18-19 Increased to 40%
Metric/Indicator Priority 4: Pupil Achievement F: Percentage of pupils passing AP exam with 3 or higher **18-19** NA (Elementary District) **Baseline** NA (Elementary District)	Priority 4: Pupil Achievement F: Percentage of pupils passing AP exam with 3 or higher 18/19 NA (Elementary District)
Metric/Indicator Priority 4: Pupil Achievement G: Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other) **18-19** NA (Elementary District) **Baseline** NA (Elementary District)	Priority 4: Pupil Achievement G: Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other) 18/19 NA (Elementary District)

Expected	Actual
Metric/Indicator Priority 7: Course Access A: Extent to which pupils have access to and are enrolled in a broad course of study (EC 51210/51220) **18-19** 100% of pupils have access to and are enrolled in a broad course of study (EC 51210/51220) **Baseline** 100% of pupils have access to and are enrolled in a broad course of study (EC 51210/51220)	Priority 7: Course Access A: Extent to which pupils have access to and are enrolled in a broad course of study (EC 51210/51220) 18/19 100% of pupils have access to and are enrolled in a broad course of study (EC 51210/51220)
Metric/Indicator Priority 7: Course Access B: Extent to which pupils have access to and are enrolled in a programs/services for unduplicated pupils **18-19** 100% of unduplicated pupils have access to and are enrolled in programs/services specific to their needs **Baseline** 100% of unduplicated pupils have access to and are enrolled in programs/services specific to their needs	Priority 7: Course Access B: Extent to which pupils have access to and are enrolled in a programs/services for unduplicated pupils 18/19 100% of unduplicated pupils have access to and are enrolled in programs/services specific to their needs
Metric/Indicator Priority 7: Course Access C: Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs **18-19** 100% of pupils with exceptional needs have access to and are enrolled in programs/services specific to their needs **Baseline** 100% of pupils with exceptional needs have access to and are enrolled in programs/services specific to their needs	Priority 7: Course Access C: Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs 18/19 100% of pupils with exceptional needs have access to and are enrolled in programs/services specific to their needs

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
#1: Provide professional development for teachers to align curriculum to priority standards, systematic CFAs, and Data Team implementation targeting low income students, foster youth, and English learners. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	#1: Provided professional development for teachers to align curriculum to priority standards, systematic CFAs, and Data Team implementation targeting low income students, foster youth, and English learners. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	1000-1999: Certificated Personnel Salaries Supplemental $15,000.00	1000-1999: Certificated Personnel Salaries Supplemental $14,385.00
		3000-3999: Employee Benefits Supplemental $3,396.46	3000-3999: Employee Benefits Supplemental $2,892.32
		5800: Professional/Consulting Services And Operating Expenditures Supplemental $2,100.00	5800: Professional/Consulting Services And Operating Expenditures Supplemental $0.00
			4000-4999: Books And Supplies Supplemental $1,031.22

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#2: Continue TK-8 Writing focus. Year III implementation of WFTB "Write from the Beginning" and ThinkingMaps strategies. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	#2: Continued TK-8 Writing focus. Year III implementation of WFTB "Write from the Beginning" and ThinkingMaps strategies. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	1000-1999: Certificated Personnel Salaries Supplemental $300.00	1000-1999: Certificated Personnel Salaries Supplemental $0.00
		3000-3999: Employee Benefits Supplemental $67.93	3000-3999: Employee Benefits Supplemental $0.00
			4000-4999: Books And Supplies Supplemental $5,184.04

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#3: Maintain data and assessment position to support state adopted standards implementation. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)	#3: Maintained data and assessment position to support state adopted standards implementation. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)	1000-1999: Certificated Personnel Salaries Supplemental $69,969.30	1000-1999: Certificated Personnel Salaries Supplemental $71,560.94

		3000-3999: Employee Benefits Supplemental $27,683.76	3000-3999: Employee Benefits Supplemental $25,720.88
		5800: Professional/Consulting Services And Operating Expenditures Supplemental $16,955.89	5800: Professional/Consulting Services And Operating Expenditures Supplemental $16,004.50
		Not Applicable NA NA	5000-5999: Services And Other Operating Expenditures Supplemental $60.00

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#4: Maintain Reading intervention programs K-8 with priority to unduplicated students needing intervention. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)	#4: Maintained Reading intervention programs K-8 with priority to unduplicated students needing intervention. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)	1000-1999: Certificated Personnel Salaries Supplemental $117,249.09	1000-1999: Certificated Personnel Salaries Supplemental $33,913.35
		3000-3999: Employee Benefits Supplemental $22,210.51	3000-3999: Employee Benefits Supplemental $6,819.15
		Not Applicable NA NA	

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#5: Continue to support supplementary bridging materials aligned to state adopted standards. Supplemental materials which reflect best practices combined with best instructional strategies principally directed towards unduplicated count. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)	#5: Continued to support supplementary bridging materials aligned to state adopted standards. Supplemental materials which reflect best practices combined with best instructional strategies principally directed towards unduplicated count. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)	4000-4999: Books And Supplies Supplemental $9,106.56	4000-4999: Books And Supplies Supplemental $9,766.79
		5800: Professional/Consulting Services And Operating Expenditures Supplemental $44,715.50	5800: Professional/Consulting Services And Operating Expenditures Supplemental $44,161.50
			1000-1999: Certificated Personnel Salaries Supplemental $70.00
			3000-3999: Employee Benefits Supplemental $14.09

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#6: Continue to provide support to students for English language acquisition throughout the school day. (Hattie, Visual Learning: Summer School 0.23)	#6: Continued to provide support to students for English language acquisition throughout the school day. (Hattie, Visual Learning: Summer School 0.23)	4000-4999: Books And Supplies Supplemental $1,539.00	4000-4999: Books And Supplies Supplemental $1,650.59

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.

Actions and services within Actions 1-6 were fully implemented with fidelity as planned. All actions and services within Goal 1 support that all students will show academic growth in California state adopted standards and the district is committed to doing so. Goal 1 actions and services support professional development, data and assessment eventually moving toward fully aligned CFAs, Reading intervention programs, supplementary bridging materials, and supporting English language acquisition throughout the school day.

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

Action 1:

- The district provided department/grade level workdays for teachers to reflect and build upon the 18/19 identified Priority Standards in ELA & Math which was deemed highly effective as measured by the work output, teacher reflection and experience, as well as administrative team building with teachers. Teams continued to make adjustments and articulate scope and sequences which are correlated both vertically and horizontally from one grade level to the next. The continued work with Priority Standards has continued the development, setting the stage and leading to planned CFAs- Common Formative Assessments and future standard based report cards.

Action 2:

- Professional development district-wide deemed highly effective as measured by administration observation, staff execution, student task evidence, and survey data. District continues to witness deeper learning and heightened rigor of student writing rigor. Implementation of "Write from the Beginning" continues to produce more student based writing task and alignment to performance task mirroring SBAC writing task and rubrics.

Action 3:

- Professional development and administrative supports has effectively heightened the implementation of instructional strategies, curriculum, intervention, and enrichment. The continued support of the Illuminate Education Data and Assessment platform has focused the district to be data driven with a growth mindset of using assessments for learning. Focus on state adopted standard implementation.

Action 4:

- By maintaining reading intervention programs K-8 with priority to unduplicated students the district has experienced continual effectiveness of increasing students' reading grade level. The increase in grade reading level is an attribute providing students the ability to access, comprehend, and reach the CORE in preparation of college and career readiness.

Action 5:

- Purchasing supplementary/bridging materials for Common Core State Standards in ELA and Math was highly effective in helping the district provide rigorous best practices and instructional strategies curriculum to students. Most effective continues to be the extension of ELA CORE Knowledge TK-2 and EL Engage New York grades 3-8. Many supplementary/bridging materials are being used effectively with best instructional strategies principally directed towards the undupicated count.

Action 6:

- Providing support to students for English language acquisition throughout the school day has been highly effective and measured through ELA STAR data. English Language Learners are continuing to make growth towards reclassification and English language acquisition.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 1 Action Step 1:

Professional/Consulting Services and Operating Expenditures Differential Expenditure Explanation

- For 2018-2019 did not need outside services to meet action step for professional development $0.00

Books and Supplies

- Spent an additional of $1,031.22 on McGraw Hill Priority Standard Curriculum Common Core Flipbooks for Teacher PD

Goal 1 Action Step 2:

Certificated Personnel Salaries Expenditures Differential Expenditure Explanation

- WFTB staff did not need to complete extra time for implementation of WFTB or ThinkingMaps 18-19 $0.00

Employee Benefits Expenditures Differential Expenditure Explanation

- WFTB staff did not need to complete extra time for implementation of WFTB or ThinkingMaps 18-19 $0.00

Books and Supplies Expenditures Differential Expenditure Explanation

- Cost of $5,184.04 for addition of ThinkingMap binders for new staff with continuing growing number of classes and teachers

Goal 1 Action Step 3:

Services and other Operating Expenditures; Expenditures Differential Expenditure Explanation

- Cost for Travel and Conference with KCSOS to support state standards implementation $60.00

Goal 1 Action Step 4:

Certificated Personnel Salaries Expenditures Differential Expenditure Explanation

- District under spent by $83,335.74 because district was able to pay other reading teacher position out of Title I funding

Employee Benefits Expenditures Differential Expenditure Explanation

- District under spent by $15,391.36 because district was able to pay other reading teacher position out of Title I funding

Goal 1 Action Step 5:

Certificated Personnel Salaries Expenditures Differential Expenditure Explanation

- Spent an additional $70.00 for certificated teacher to maintain materials to support interventions for the unduplicated count

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.

No changes were made to the overall Goal 1 during 2018-2019.

- Goal 1 Action Step 1 is being modified to be specific on what professional development opportunities the district provides to align with the continuous improvement process. This change is reflected under Goal 1 Action Step 1 of the 2019-2020 LCAP.
- Goal 1 Action Step 2 is being modified as implementation of WFTB and ThinkingMaps is complete and entering maintenance status. This change is reflected under Goal 1 Action Step 2 of the 2019-2020 LCAP.
- Goal 1 Action Step 4 is being modified to include not only ELA but Math in our intervention programs K-8. change is reflected under Goal 1 Action Step 4 of the 2019-2020 LCAP.

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

Ensure campus safety and positive school culture at all school sites.

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

Expected	Actual
Metric/Indicator Priority 3: Parental Involvement A: Efforts to seek parent input in making decisions for district and school sites	Priority 3: Parental Involvement A: Efforts to seek parent input in making decisions for district and school sites 18-19 Maintained 2 Townhall meetings Maintained a minimum the yearly LCAP stakeholder surveys which include parents Maintained multiple means of communication for parents/guardians. The district incorporates: • ParentSquare a messaging system via text, phone and or email • Invitation to all extracurricular, award, academic showcases, and informational events • Flyers home

Expected	Actual
18-19 The district will maintain a minimum of 2 Townhall meetings through the academic year The district will maintain the yearly LCAP stakeholder surveys which include parents Multiple means of communication for parents/guardians. The district incorporates: • ParentSquare a messaging system via text, phone and or email • Invitation to all extracurricular, award, academic showcases, and informational events • Flyers home Maintain 4 LCAP parent nights during the year along with web-based survey **Baseline** Various stakeholders are invited to attend a variety of meetings through the year to participate in decision making within the district. Examples of these meetings: Parent meetings and LCAP Townhall meetings Yearly district LCAP stakeholder meetings to gather input in decision making LCAP parent nights during the year along with web-based survey Multiple means of communication for parents/guardians. The district incorporates: • ParentSquare a messaging system via text, phone and or email • Invitation to all extracurricular, award, academic showcases, and informational events • Flyers home	• Social Media regular postings Maintained a minimum of 4 parent nights during the year along with web-based survey Due to low parent night participation, parent nights were combined with EL Parent Nights to support topics which support all students
Metric/Indicator Priority 3: Parental Involvement B: How district promotes participation of parents for unduplicated pupils **18-19**	Priority 3: Parental Involvement B: How district promotes participation of parents for unduplicated pupils 18-19 Maintained 6 English Language parent meetings to inform parents of strategies to help their students

Expected	Actual
Maintain 6 English Language parent meetings to inform parents of strategies to help their students Maintain 3 parent education trainings through the year for the parents to learn strategies to help their students and to help the parents targeted at unduplicated student families **Baseline** 6 English Language parent meetings to inform parents of strategies to help their students 2 parent education trainings through the year for the parents to learn strategies to help their students and to help the parents targeted at unduplicated student families	Due to low parent night participation, parent nights were combined with EL Parent Nights to support topics which support all students Instead of maintaining 3 parent education trainings due to low parent education trainings participation, the district utilized the messaging system ParentSquare and social media to share and support topics which support all students
Metric/Indicator Priority 3: Parental Involvement C: How district promotes participation of parents for pupils with exceptional needs **18-19** Maintain 1 training for parents of special need students at beginning of the year **Baseline** 1 training for parents of special need students at beginning of the year	Priority 3: Parental Involvement C: How district promotes participation of parents for pupils with exceptional needs 18-19 Instead of maintaining 1 training for parents of special need students at the beginning of the year due to low parent participation for attending additional parent meetings the district communicated with Special Educations with letters home sharing resources and additional academic supports/practices for students to utilize The district promotes participation of parents for pupils with exceptional needs with the partnerships of each student's Individualized Educational Plan Parents of pupils with exceptional needs are promoted to participate
Metric/Indicator Priority 5: Pupil Engagement A: School attendance rates **18-19** Maintain a minimum of 95% **Baseline** 95.32%	Priority 5: Pupil Engagement A: School attendance rates 18-19 Maintained a minimum of 96%
Metric/Indicator	Priority 5: Pupil Engagement B: Chronic absenteeism rates

Expected	Actual
Priority 5: Pupil Engagement B: Chronic absenteeism rates **18-19** Maintain 10% or below **Baseline** 10%	18-19 Maintained 10% or below
Metric/Indicator Priority 5: Pupil Engagement C: Middle school dropout rates **18-19** Maintain 0% Dropout Rate **Baseline** 0%	Priority 5: Pupil Engagement C: Middle school dropout rates 18-19 Maintained 0% Dropout Rate
Metric/Indicator Priority 5: Pupil Engagement D: High school dropout rates **18-19** NA (Elementary District) **Baseline** NA (Elementary District)	Priority 5: Pupil Engagement D: High school dropout rates 18-19 NA (Elementary District)
Metric/Indicator Priority 5: Pupil Engagement E: High school graduation rates **18-19** NA (Elementary District) **Baseline** NA (Elementary District)	Priority 5: Pupil Engagement E: High school graduation rates 18-19 NA (Elementary District)
Metric/Indicator Priority 6: School Climate A: Student suspension rates **18-19** Maintain 3% or lower	Priority 6: School Climate A: Student suspension rates 18-19 Maintained 3% or lower

Expected	Actual
Baseline 2%	
Metric/Indicator Priority 6: School Climate B: Student expulsion rate **18-19** Maintain under 0.005% **Baseline** 0.00097%	Priority 6: School Climate B: Student expulsion rate 18-19 Maintained under 0.005%
Metric/Indicator Priority 6: School Climate C: Other local measures on sense of safety and school connectedness **18-19** Maintain 90% or higher of parents stating their students' schools are safe, clean and in good repair Maintain 90% or higher of parents stating their students' look forward to coming to school Maintain 90% of parents state their students' are safe at school Increase from 71% to 73% of students stating their schools are safe, clean and in good repair Increase from 75% to 77% of students stating they look forward to attending school Maintain 90% or higher of students stating they feel safe at school (Stakeholder Survey Data Feb. 2018) **Baseline** 93.8% of parents state their students' schools are safe, clean and in good repair 94.1% of parents state their students' look forward to coming to school 97% of parents state their students' are safe at school	Priority 6: School Climate C: Other local measures on sense of safety and school connectedness 18-19 Maintained 90% or higher of parents stating their students' schools are safe, clean and in good repair Maintained 90% or higher of parents stating their students' look forward to coming to school Maintained 90% of parents state their students' are safe at school Decreased in % of students stating their schools are safe, clean and in good repair Decreased in % of students stating they look forward to attending school Decreased in % of students stating they feel safe at school (Stakeholder Survey Data March 2019)

Expected	Actual
61.9% of students state their schools are safe, clean and in good repair 67.7% of students state they look forward to attending school 88.3% of students state they feel safe at school (Stakeholder Survey Data Feb. 2017)	

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#1: Maintain positive school climate and strong student engagement. Continue implementation year III of PBIS "Positive Behavioral Interventions & Supports." To include support by vice principals and instructional aide supervision. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	#1: Maintained positive school climate and strong student engagement. Continue implementation year III of PBIS "Positive Behavioral Interventions & Supports." Included support by vice principals and instructional aide supervision. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	1000-1999: Certificated Personnel Salaries Supplemental $83,953.00 2000-2999: Classified Personnel Salaries Supplemental $6,698.99 3000-3999: Employee Benefits Supplemental $36,438.45 5000-5999: Services And Other Operating Expenditures Supplemental $640.00	1000-1999: Certificated Personnel Salaries Supplemental $79,240.51 2000-2999: Classified Personnel Salaries Supplemental $9,575.76 3000-3999: Employee Benefits Supplemental $34,081.33 5000-5999: Services And Other Operating Expenditures Supplemental $250.00

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#2: This action has been discontinued. See the Annual Update for more information.	#2: This action is in year II of being discontinued.	Not Applicable NA No procede	Not Applicable NA

Explanation is in the Goal/Analysis Section.	

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#3: Maintain a positive school climate, students will be safe and secure. To include district secretary role of community communication and messaging. (Hattie, Visual Learning: Feedback 0.75)	#3: Maintained a positive school climate, students will be safe and secure. Included district secretary role of community communication and messaging. (Hattie, Visual Learning: Feedback 0.75)	2000-2999: Classified Personnel Salaries Supplemental $13,778.32	2000-2999: Classified Personnel Salaries Supplemental $14,446.34
		3000-3999: Employee Benefits Supplemental $8,828.59	3000-3999: Employee Benefits Supplemental $9,615.51
		5800: Professional/Consulting Services And Operating Expenditures Supplemental $12,165.00	5800: Professional/Consulting Services And Operating Expenditures Supplemental $17,146.10
			5000-5999: Services And Other Operating Expenditures Supplemental $5,770.00

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#4: This action has been discontinued. See the Annual Update for more information. Explanation is in the Goal/Analysis Section.	#4: This action is in year II of being discontinued.	Not Applicable NA NA	Not Applicable NA
		Not Applicable NA NA	Not Applicable NA

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#5: Maintain parent education forums throughout the year for the parents to learn strategies to help their students. Focus topics will be	#5: Maintained parent education forums throughout the year for the parents to learn strategies to help their students. Focus topics were	5800: Professional/Consulting Services And Operating Expenditures Supplemental $1,000.00	5800: Professional/Consulting Services And Operating Expenditures Supplemental $230.00

on English Language, Special Education, Foster, Homeless, and Low Socioeconomically Disadvantaged. Access to the computer lab will be provided to students to work on homework and computer based intervention programs. Priority to unduplicated students and students with disabilities. (Hattie, Visual Learning: Parental Involvement 0.41)	on English Language, Special Education, Foster, Homeless, and Low Socioeconomically Disadvantaged. Access to the computer lab was provided to students to work on homework and computer based intervention programs. Priority to unduplicated students and students with disabilities. Due to low parent night participation, parent nights were combined with EL Parent Nights to support topics which support all students (Hattie, Visual Learning: Parental Involvement 0.41)	Not Applicable NA No procede	2000-2999: Classified Personnel Salaries Supplemental $52.25
		Not Applicable NA No procede	3000-3999: Employee Benefits Supplemental $5.23

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#6: Maintain an effective truancy policy. Parents will be notified quarterly regarding their students' attendance and held accountable in regards to truancy and chronic absenteeism. Educate parents on the importance of students being at school, present in the classroom and ready to learn. Priority to unduplicated students and students with disabilities. (Hattie, Visual Learning: Parental Involvement 0.41)	#6: Maintained an effective truancy policy. Parents were notified quarterly regarding their students' attendance and held accountable in regards to truancy and chronic absenteeism. Educated parents on the importance of students being at school, present in the classroom and ready to learn. Priority to unduplicated students and students with disabilities. (Hattie, Visual Learning: Parental Involvement 0.41)	NA NA No procede	Not Applicable NA

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#7: Addition of district-wide nurse with focus on school safety. Focus on connecting families to community resources based on	#7: Made the addition of district-wide nurse with focus on school safety. Focused on connecting families to community resources	1000-1999: Certificated Personnel Salaries Supplemental $39,490.80	1000-1999: Certificated Personnel Salaries Supplemental $39,725.67

need. (Hattie, Visual Learning: Parental Involvement 0.41)	based on need. (Hattie, Visual Learning: Parental Involvement 0.41)	3000-3999: Employee Benefits Supplemental $7,480.74	3000-3999: Employee Benefits Supplemental $8,130.06

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#8: Add 0.5 FTE PPS credentialed certificated staff to provide social and emotional intervention supports and counseling. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	#8: Added 0.5 FTE PPS credentialed certificated staff to provide social and emotional intervention supports and counseling. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	1000-1999: Certificated Personnel Salaries Supplemental $39,057.19	1000-1999: Certificated Personnel Salaries Supplemental $35,334.93
		3000-3999: Employee Benefits Supplemental $14,157.42	3000-3999: Employee Benefits Supplemental $13,697.45

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.

Actions and services within Actions 1-6 were fully implemented with fidelity as planned. The continuum of the vice principal at Rio Bravo-Greeley School, 5th-8th grade, continues to support a focus on school climate and decrease in behavior issues. RBGUSD prides itself on the culture and family based atmosphere it has created. The district continues to reward and recognize students for attendance as well as academic achievement, positive behavior, and language acquisition. Both site campuses are well maintained and remain in FIT Good standing. Parents are provided opportunities to learn strategies to help their students at home as well as focus on strategies for EL parents and families. It is important that students be at school to receive strong first instruction and therefore the district maintains an effective notification system on truancy. For those students needing some extra support in social skills the district provided supporting behavior management strategies.

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

Action Step 1:

- The continuum of the vice principal at Rio Bravo-Greeley School, 5th -8th grade, continues to be effective and support a focus on school climate and decrease in behavior issues. PBIS is being implemented district wide and whether a student is in TK or 8th grade they should know the positive behavior expectations. A focus on character counts and anti-bullying has assisted in maintaining a positive school climate. The district uses measure via the student information system, Illuminate Education, to evaluate and articulate the goal.

Action Step 2:

- Reward students for perfect attendance throughout the year along with academic achievement of positive school culture and language acquisition continues to provide a growth mindset model for our student body. There is always a goal and level of expectation to aspire to. Students are regularly recognized not only for achievement but growth. This action step will be discontinued in 19/20 as the need is met though ASB funds. Students will continue to be acknowledged and district will promote attendance outside of the LCAP.

Action Step 3:

- Effectively maintaining our campuses is not only safe and secure but creates a sense of pride for all stakeholders involved. All stakeholders including students, staff, parents, community members play an important role.

Action Step 4:

- Educating parents on the importance of students being at school, and equipping them with strategies for their students, has been effective in sharing the whole vision of the child and their education. As we relate to culture everyone holds a piece of the responsibility and the district is pleased to support our families. Although highly effective parent turnout for night meetings is in low attendance. For 19/20 this action step will be discontinued and the need being meet in Goal 2 Action Step 5 to maintain a positive school climate.

Action Step 5:

- Working alongside with our English Learner students and families has been effective in building the relationship between student, school, and home. This relationship is academic, social, and emotional. The district has put an emphasis on the importance of language acquisition for both students and parents as a priority. This action step is being modified to include educating various parent stakeholder groups. A combination of action steps 4 and 5.

Action Step 6:

- With our new student information system, Illuminate Education, the district has been able to effectively track and maintain an effective truancy monitoring and notification system.

Action Step 7:

- The addition of a district-wide nurse has been extremely beneficial for focusing on school safety and connecting with families to community resources based on need.

Action Step 8:

- The addition of the 0.5 FTE PPS credentialed staff greatly supported the implementation of social skills classes with students in need. For the coming 19/20 year this action step will be modified to continue this effort but in the support of increasing days available for school psychologist to provide social and emotional intervention supports and counseling. Can be found in Goal 2 Action Step 8.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 2 Action Step 1:

Certificated Personnel Salaries Expenditures Differential Expenditure Explanation

- Change in two Vice Principals reflects in the under-spending of $4,712.49

Classified Personnel Salaries Expenditures Differential Expenditure Explanation

- Instructional aide support was increased to support the needs students by an increase cost of $2,876.77

Employee Benefits Expenditures Differential Expenditure Explanation

- The majority of the change in two vice principals in the under-spending of $2,357.12

Services and other Operating Expenditures; Expenditures Differential Expenditure Explanation

- Under-spent by $390 based on the progression of PBIS Implementation approaching maintaining level status

Goal 2 Action Step 3:

Classified Personnel Salaries Expenditures Differential Expenditure Explanation

- District increased aide supervision supports to help maintain positive school climate increase cost of $668.02

Employee Benefits Expenditures Differential Expenditure Explanation

- District increased aide supervision supports and increased district secretary role to promote community communication and messaging to help maintain positive school climate increase cost of $786.92

Professional/Consulting Services and Operating Expenditures; Expenditures Differential Expenditure Explanation

- Additional costs included in action step to utilize a bus safety check in and out system and a home communication system increase of $4,981.10

Services and other Operating Expenditures; Expenditures Differential Expenditure

- Increased district costs to physically keep campuses safe and secure for students with an increase cost of $5,770.00

Goal 2 Step 5:

Professional/Consulting Services and Operating Expenditures; Expenditures Differential Expenditure

- Overestimated the need and cost of outside translation services for documents under-spending by $770.00

Classified Personnel Salaries Expenditures Differential Expenditure

- Additional cost of $52.25 for employee to be available to translate at parent education forums

Employee Benefits Expenditures Differential Expenditure

- Additional cost of $5.23 for employee to be available to translate at parent education forums

Goal 2 Action Step 8:

Certificated Personnel Salaries Expenditures Differential Expenditure

- With the addition of the 0.5 FTE PPS counselor overestimated spending by $3,722.26

Employee Benefits

- With the addition of the 0.5 FTE PPS counselor overestimated spending by $459.97

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.

No changes were made to the overall cohesiveness of Goal 2

- Goal 2 Action Step 1 is being modified to reflect that PBIS implementation is complete and in continuum status. This change is reflected under Goal 2 Action Step 1 of the 2019-2020 LCAP.
- Goal 2 Action Step 5 is being modified as parent education forums will no longer be in computer lab. the computer lab has become obsolete and is being coming a classroom. This change is reflected under Goal 2 Action Step 5 of the 2019-2020 LCAP.
- Goal 2 Action Step 6 is being modified to include the cost of the student information and truancy monitoring systems cost. Data collection on attendance as well as behavior and CA dashboard indicators tracking various student groups.
- Goal 1 Action Step 8 is being modified as our 0.5 FTE PPS counselor is going back into the classroom 100%. District is increase current school psychologist from 1 to 3 days to support social and emotional intervention supports and counseling. This change is reflected under Goal 2 Action Step 8 of the 2019-2020 LCAP.
- Goal 1 Action Step 9 is being added to the LCAP. The district is adding a 0.2 FTE speech pathologist to assist with interventions to support systems and structures. This change is reflected under Goal 2 Action Step 9 of the 2019-2020 LCAP.

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

#3. Focus on high school, and, college and career readiness which encompasses 21st century learning skills and leveraging the digital.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1: Basic Services A: Teachers appropriately assigned and fully credentialed for assignment **18-19** Maintain 98% of teachers appropriately assigned and credentialed in subject areas. **Baseline** 98% of teachers appropriately assigned and credentialed in subject areas.	Priority 1: Basic Services A: Teachers appropriately assigned and fully credentialed for assignment 18-19 Maintained a minimum or higher of 98% of teachers appropriately assigned and credentialed in subject areas.
Metric/Indicator Priority 1: Basic Services B: Pupil access to standards aligned materials **18-19** Maintain 100% compliance on Williams **Baseline** 100% compliance on Williams	Priority 1: Basic Services B: Pupil access to standards aligned materials 18-19 Maintain 100% compliance on Williams

Expected	Actual
Metric/Indicator Priority 1: Basic Services C: School facilities maintained in good repair **18-19** Maintain FIT: Good/exemplary rating all schools **Baseline** FIT: Good/exemplary rating all schools	Priority 1: Basic Services C: School facilities maintained in good repair 18-19 Maintain FIT: Good/exemplary rating all schools
Metric/Indicator Priority 8: Other Pupil Outcomes A: Pupil outcomes in subjects described in 51210/51220 **18-19** • Increase District final ELA benchmark average from 57% to 58% • Increase District final Math benchmark average from 54% to 55% • Increase PLTW total student count participating from 165 to 166 • Increase PLTW total unduplicated student count participating from 65 to 67 **Baseline** • District final ELA benchmark average= 54.84% • District final Math benchmark average= 52.14% • PLTW total student count participating= 164 • PLTW total unduplicated student count participating= 63	Priority 8: Other Pupil Outcomes A: Pupil outcomes in subjects described in 51210/51220 18-19 Renaissance STAR Reading Test August 2018 - December 2018 - May 2019: • Grade 2 Standard Met= 47% - 57% - 56% • Grade 3 Standard Met= 44% - 49% - 45% • Grade 4 Standard Met= 39% - 49% - 47% ReadingPlus August 2018 - May 2019 • Grade 5 Standard Met= 26% - 55% • Grade 6 Standard Met= 34% - 47% • Grade 7 Standard Met= 40% - 51% • Grade 8 Standard Met= 48% - 60% Renaissance STAR Math August 2018 - December 2018 - May 2019: • Grade 1 Standard Met= 38% - 58% - 58% • Grade 2 Standard Met= 53% - 61% - 59% • Grade 3 Standard Met= 47% - 47% - 50% • Grade 4 Standard Met= 36% - 47% - 48% • Grade 5 Standard Met= 30% - 35% - 37% • Grade 6 Standard Met= 24% - 31% - 20% • Grade 7 Standard Met= 25% - 26% - 28% • Grade 8 Standard Met= 33% - 33% - 37% * Decision to state % by grade for better comparison as STAR and ReadingPlus vendors make yearly calculation adjustments. • Increased PLTW total student count participating from 166 to 193

Expected	Actual
	• Increased PLTW total unduplicated student count participating from 67 to 91

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
#1: Continue C3 administration walk-through observation tool. Observation tool will primarily be used for observation of instructional strategies being implemented daily in classroom instruction. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	#1: Did not continue or find beneficial at this time to continue C3 administration walk-through observation tool. Administration made use of own observational templates to collect data of instructional strategies being implemented daily in the classroom instruction. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	5800: Professional/Consulting Services And Operating Expenditures Supplemental $1,000.00	5800: Professional/Consulting Services And Operating Expenditures Supplemental $500.00

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#2: This action has been discontinued. See the Annual Update for more information. Explanation is in the Goal/Analysis Section.	#2: This action is in year II of being discontinued.	Not Applicable NA No procede	Not Applicable NA
		Not Applicable NA No procede	Not Applicable NA

Action 3

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

#3: Maintain and support a technology replacement system for LCAP purchased items to support low income, foster youth, and English learners that may not have access to technology or internet at home. (Hattie, Visual Learning: Computer Assisted Instruction 0.37)	#3: Maintained and support a technology replacement system for LCAP purchased items to support low income, foster youth, and English learners that may not have access to technology or internet at home. (Hattie, Visual Learning: Computer Assisted Instruction 0.37)	1000-1999: Certificated Personnel Salaries Supplemental $17,413.14 2000-2999: Classified Personnel Salaries Supplemental $37,012.50 3000-3999: Employee Benefits Supplemental $17,675.35	1000-1999: Certificated Personnel Salaries Supplemental $7,516.00 2000-2999: Classified Personnel Salaries Supplemental $42,289.68 3000-3999: Employee Benefits Supplemental $22,385.14

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#4: Incorporate GATE professional development to improve differentiation for identified gifted and talented students. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	#4: Did not incorporate GATE professional development to improve differentiation for identification gifted and talented students. Through the Continuous Improvement Process the district is focusing building the systems and supports to both intervention and enrichment. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	1000-1999: Certificated Personnel Salaries Supplemental $2,000.00 3000-3999: Employee Benefits Supplemental $452.86 4000-4999: Books And Supplies Supplemental $1,723.64	1000-1999: Certificated Personnel Salaries Supplemental $0.00 3000-3999: Employee Benefits Supplemental $0.00 4000-4999: Books And Supplies Supplemental $0.00

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#5: Continue to provide multiple college and career readiness courses at the middle school preparing students for CTE coursework furthering college and career readiness. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	#5: Continued to provide multiple college and career readiness courses at the middle school preparing students for CTE coursework furthering college and career readiness. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	1000-1999: Certificated Personnel Salaries Supplemental $73,328.76 3000-3999: Employee Benefits Supplemental $32,894.36 4000-4999: Books And Supplies Supplemental $5,000.00	1000-1999: Certificated Personnel Salaries Supplemental $71,870.69 3000-3999: Employee Benefits Supplemental $31,625.12 4000-4999: Books And Supplies Supplemental $282.98

		5000-5999: Services And Other Operating Expenditures Supplemental $2,325.00	5000-5999: Services And Other Operating Expenditures Supplemental $2,360.50
		5800: Professional/Consulting Services And Operating Expenditures Supplemental $750.00	5800: Professional/Consulting Services And Operating Expenditures Supplemental $949.00

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#6: Continue AVID implementation progress towards establishing district-wide programs. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	#6: Continued AVID implementation progress towards establishing district-wide programs. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	1000-1999: Certificated Personnel Salaries Supplemental $1,950.00	1000-1999: Certificated Personnel Salaries Supplemental $100.00
		3000-3999: Employee Benefits Supplemental $1,316.56	3000-3999: Employee Benefits Supplemental $20.11
		4000-4999: Books And Supplies Supplemental $535.00	4000-4999: Books And Supplies Supplemental $535.00
		5000-5999: Services And Other Operating Expenditures Supplemental $8,194.33	5000-5999: Services And Other Operating Expenditures Supplemental $9,659.84
		5800: Professional/Consulting Services And Operating Expenditures Supplemental $8,288.00	5800: Professional/Consulting Services And Operating Expenditures Supplemental $10,313.00

Analysis

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

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

Actions and services within Goal 3 were fully implemented with fidelity with the exception of Action Step 1 and 4. The district administration team did not find the C3 admin walk through observation tool to be beneficial as we move in continuous improvement

process. Goal 3 Action Step 1 is being discontinued. The district did not incorporate GATE certification during the 2018-2019 academic school year. The district will incorporate PD is Goal 1 Action Step 1 with professional development.

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

Action Step 1:

- The district will be discontinuing the C3 admin walk through observation tool for the 2019-2020 LCAP. The team did not find the tool significantly beneficial or effective and supporting the district as we move through the continuous improvement process.

Action Step 3:

- Maintaining and supporting a technology replacement system for LCAP purchased items for the unduplicated count continues to be highly effective in supporting CORE, interventions, and enrichment. Through the CIP process we are working towards creating the systems and supports to support all students.

Action Step 4:

- The district did not find incorporating GATE professional development effective and will be removing this action step for the 2019-2020 LCAP year. Needed GATE professional development will be found in needed in the future under Goal 1 Action Step 1.

Action Step 5:

- Continuing to provide multiple college and career readiness courses at the middle school continues to be highly effective and will remain in place.

Action Step 6:

- Continuing towards district-wide AVID implementation continues to be highly effective in giving teachers and students the strategies they need to be academically successful and in life.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 3 Action Step 1:

Professional/Consulting Services and Operating Expenditures; Expenditures Differential Expenditure Explanation

- The cost of C3 walk through too was $500 vs the anticipated $1,000

Goal 3 Action Step 3:

Certificated Personnel Salaries Expenditures Differential Expenditure Explanation

- Less support was needed from prior technology director after retirement with an under spending of $9,897.14

Classified Personnel Salaries Expenditures Differential Expenditure Explanation

- The technology position switched from a certificated position to a classified, the district spend an additional $5,277.18 on the new classified technology salary

Employee Benefits Expenditures Differential Expenditure Explanation

- The technology position switched from a certificated position to a classified, the district spend an additional $ on the new classified technology salary $4,709.79

Goal 3 Action Step 4:

Certificated Personnel Salaries Expenditures Differential Expenditure Explanation

- District did not incorporate GATE Professional development, needed GATE PD will be provided in the future under Goal 1 Action Step 1, did not spend $2,000.00

Employee Benefits Expenditures Differential Expenditure Explanation

- District did not incorporate GATE Professional development, needed GATE PD will be provided in the future under Goal 1 Action Step 1, did not spend $452.86

Books and Supplies Expenditures Differential Expenditure Explanation

- District did not incorporate GATE Professional development, needed GATE PD will be provided in the future under Goal 1 Action Step 1, did not spend $1,723.64

Goal 3 Action Step 5:

Books and Supplies Expenditures Differential Expenditure Explanation

- The district continued to provide multiple college and career readiness courses however did not use the allotment for Books and Supplies by $4,717.02

Goal 3 Action Step 6:

Certificated Personnel Salaries Expenditures Differential Expenditure Explanation

- District continues to work towards AVID implementation under spend on certificated salaries by $1,850.00

Employee Benefits Expenditures Differential Expenditure Explanation

- District continues to work towards AVID implementation under spend on employee benefits by $1,850.00

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.

No changes were made to the overall cohesiveness of Goal 3.

- Action Step 1: The district administration team did not find the C3 admin walk through observation tool to be beneficial as we move in continuous improvement process, removing action step for 19/20 LCAP.
- Action Step 4: The district will be incorporating any needed GATE training into Goal 1 Action Step 1 with other professional development, removing action step for 19/20 LCAP.

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: Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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?

The Rio Bravo-Greeley Union School District values the input of its stakeholders and using that input in a meaningful way. Stakeholder input is a key element to developing our strategic plan. Therefore; the district uses a variety of meaningful activities and platforms to involve stakeholders in the LCAP process including sharing goals, data, and other valuable forms of input. The district's participation in the Continuous Improvement Process with KCSOS has let itself to collect an additional amount of data for review and analysis driving our LCAP decision making.

Community groups stated below were actively involved in the LCAP development process as described.

Administration Team Meetings: ATM

- The ATM group consists of the superintendent, district, and school-site leadership members. the group met bimonthly through out the 2018-2019 academic school year. Regular discussion of LCAP goals as well as the annual progress evaluation of current year LCAP including budgeted expenditures. Admin shared in draft goals, actions/services, stakeholder input and data analysis, and solicited feedback.

Board of Trustees

- Monthly school board meetings took place throughout the 2018-2019 academic school year consisting of the superintendent, CBO, site-principals, and board members. Overview of goals, LCAP standing items, annual progress evaluation of current year LCAP including budgeted expenditures, shared in draft goals, actions/services, stakeholder input and data analysis, and solicited feedback. LCAP public hearing and special board meeting for LCAP and budget adoption.

District Advisory Committee: DAC

- The DAC met regularly through the 2018-2019 academic school year. Regular discussion of LCAP goals as well as the annual progress evaluation of current year LCAP including budgeted expenditures. Admin shared in draft goals, actions/services, stakeholder input and data analysis, and solicited feedback.

District CTA

- The superintendent met regularly throughout the academic year with CTA representatives to ensure a working relationship with certificated staff and execution of the LCAP, goals, and action steps.

District-wide Certificated & Classified Staff

- The superintendent provided regular updates to staff regarding LCAP goals and action steps throughout the school year. Staff was also given yearly survey regarding LCAP.

Education Foundation

- The Education Fountain was presented data, goals, and expenditures throughout the year at their regular scheduled meetings. The Education Foundation is a strong financial support of the district and continues to financially support the district with its goals.

English Language Advisory Committee & District English Language Advisory Committee: ELAC/DELAC

- Both site ELACs and the DELAC were educated throughout the school year on LCAP practices and how to support their EL students.

Parents

- Parents are invited and asked to attended various stakeholder group meetings through the year. Due to low attendance rate from parents the district is utilizing social media and electronic communication to reach all parents. They are also invited to provide input. Parents were also given yearly survey regarding LCAP.

Parent Teacher Committee: PTC

Parents and teachers are invited to join the group in support of their schools. They are also invited to provide input. Parents were also given yearly survey regarding LCAP.

School Site Councils: RBE & RBG

- Per school-site SSC meetings were held and LCAP goals were highlighted and attended to. SSC were also asked to provide feedback.

Student Body

Members: All RBGUSD Students

- Students are educated on the goals of the district and the district's commitment to its students. Students were also given yearly survey regarding LCAP.

Title I

Members: Pam Stanley- RBE Vice Principal and a collaboration of parents and staff

- Regular Title I parent meeting was held. One of the topics of the agenda is LCAP and informing our parents and seeking their input.

CIP Team

- Continuous Improvement Process to identify root causes and make academics a priority for all students.
- ----------

Administration Team Meetings: ATM

08/21/18 - 09/04/18 - 09/11/18 - 09/25/18 - 10/16/18 - 10/30/18 - 11/27/18 - 12/11/18 - 01/08/19 - 01/22/19 - 02/06/19 - 03/19/19 - 04/09/19 - 04/30/19

Board of Trustees:

08/16/18 - 09/12/18 - 10/08/18 - 11/13/18 - 12/10/18 - 01/14/19 - 02/11/19 - 02/12/19 - 03/11/19 - 04/08/19 - 05/13/19 - 06/10/19

District Advisory Committee: DAC

05/20/19

District CTA

Friday before Board of Trustees Meetings 08/16/18 - 09/12/18 - 10/08/18 - 11/13/18 - 12/10/18 - 01/14/19 - 02/11/19 - 02/12/19 - 03/11/19 - 04/08/19 - 05/13/19 - 06/10/19

District-wide Staff

Fall 2018 - Winter 2018 - Spring 2019

Education Foundation

Regular meetings throughout the academic year

English Language Advisory Committee & District English Language Advisory Committee: ELAC/DELAC

10/18/18 - 11/15/18 - 02/07/19 - 04/11/19

Parents

Ongoing all year long on various topics the district uses social media and electronic communication to reach all parents. They are also invited to provide input. Parents were also given yearly survey regarding LCAP.

EL and Parent Forum Education Nights: 09/27/18 - 11/01/18 - 01/17/19 - 03/07/19

Parent Teacher Committee: PTC

09/20/18 - 11/15/18 - 01/17/19 - 03/02/19 - 05/16/19

School Site Councils

Principals held regular SSC meeting throughout entire academic school year 2018-2019

Student Body

Principals regular share and meet with stud, students also participate in annual LCAP Spring Survey

Title I

Parent Engagement Nights 09/27/18 - 11/01/18 - 01/17/19 - 03/07/19 - 04/11/19

CIP team

02/05/19 - 02/15/19 - 03/04/19 - 03/05/19 - 03/07/19 - 03/19/19 - 03/25/19 - 04/08/19 - 04/09/19 - 05/03/19 - 06/07/19

Impact on LCAP and Annual Update

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

The Rio Bravo-Greeley Union School District collected data through the year from the various stakeholder groups listed above. The data was compiled into the common themes/ topics of interest in areas of need of improvement under 2019-2020 LCAP Goals.

Goal #1: All students will show academic growth in California state adopted standards.

- Continue teacher professional development to align curriculum to priority standards and systematic CFAs, and Data Team implementation
- Continue to made data driven decision making
- Maintain reading and math interventions along with supplementary bridging materials
- Continue to provide English language acquisition throughout the school day
- Create better systems and supports to include not only interventions but enrichment opportunities
- Greater emphasis on academics rigor

Goal #2: Ensure campus safety and positive school culture at all school sites.

- Consistency among discipline both major and minor
- Desire for more information regarding programs and opportunities to take part in school clubs (ex. Booster Club, SSSC, etc)
- Desire to continue and increase implementation of PBIS
- More secure screening of parents/ visitors entering and exiting site campuses
- Desire to mainstream interest stakeholder groups
- Additional supports needed of School Psychologist to provide social and emotional intervention supports and counseling

Goal #3. Continue to maintain current programs and facilities: Core Instruction, Renaissance Learning Programs (Accelerated Reader, STAR reading, STAR math, and STAR Early Literacy), Read Well-Title 1 Reading Program, Lexia/ReadingPlus, Elective Programs (Robotics, Art, Drama , and Band), PLTW, GATE and AVID. Technology and digital learning will be used effectively in the classrooms as measured by classroom observations by administration.

- Interest in AVID implementation district-wide
- Maintain digital learning with technology replacement system
- More courses targeted towards enrichment and rigorous work
- Focus on continued college and career readiness

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

All students will show academic growth in California state adopted standards.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

The district continues the advancement of pupil achievement increasing the percentage of students meeting proficiency, or above, on California state adopted standards as measured by the Smarter Balanced Assessment.

The district seeks to maintain 100% implementation of CA academic and performance standards, 100% pupils access to and are enrolled in a broad course of study (EC 51210/51220), and increase the percentage of English Learners achieving reclassification.

Smarter Balanced Statewide Assessment:

49% of all students met at grade level or above in ELA and 39% of all students met grade level or above in Mathematics 2017-2018

Smarter Balanced Statewide Assessment English Language Arts

- Grade 3 Standard Met= 44%
- Grade 4 Standard Met= 55%
- Grade 5 Standard Met= 46%
- Grade 6 Standard Met= 52%
- Grade 7 Standard Met= 48%

- Grade 8 Standard Met= 49%

Smarter Balanced Statewide Assessment Mathematics
- Grade 3 Standard Met= 48%
- Grade 4 Standard Met= 49%
- Grade 5 Standard Met= 28%
- Grade 6 Standard Met= 34%
- Grade 7 Standard Met= 47%
- Grade 8 Standard Met= 29%

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 2: Implementation of State Standards A: Implementation of CA academic and performance standards	100% implementation of CA academic and performance standards	100% implementation of CA academic and performance standards	100% implementation of CA academic and performance standards	100% implementation of CA academic and performance standards
Priority 2: Implementation of State Standards B: How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency	100% programs and services enable ELs to access core and ELD standards	100% programs and services enable ELs to access core and ELD standards	100% programs and services enable ELs to access core and ELD standards	100% programs and services enable ELs to access core and ELD standards
Priority 4: Pupil Achievement A: Statewide assessments	Smarter Balanced Statewide Assessment 2015-2016: • 45% of all students met at	Smarter Balanced Statewide Assessment 2016-2017: • 50% of all students met at	Smarter Balanced Statewide Assessment 2017-2018: • 50% of all students met at	Smarter Balanced Statewide Assessment 2018-2019: • 50% of all students met at

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	grade level or above in ELA • 35% of all students met grade level or above in Mathematics	grade level or above in ELA • 40% of all students met grade level or above in Mathematics	grade level or above in ELA • 40% of all students met grade level or above in Mathematics	grade level or above in ELA • 40% of all students met grade level or above in Mathematics
Priority 4: Pupil Achievement B: Academic Performance Index	NA	NA	NA	NA
Priority 4: Pupil Achievement C: Percentage of pupils completing A-G courses or CTE sequences/programs	NA (Elementary District)	NA (Elementary District)	NA (Elementary District)	NA (Elementary District)
Priority 4: Pupil Achievement D: Percentage of EL pupils making progress toward English proficiency	AMAO 1: 54% AMAO 2a: 22.2% AMAO 2b: 47.9%	AMAO 1: Increase from 54% to 55% AMAO 2a: Increase from 22.2% to 23% for students less than 5 years AMAO 2b: Increase from 47.9% to 49% for students 5 or more years	* Transition to ELPAC AMAO 1: NA AMAO 2a: NA AMAO 2b: NA	* Transition to ELPAC AMAO 1: NA AMAO 2a: NA AMAO 2b: NA
Priority 4: Pupil Achievement	6.3%	Increase to 8%	Increase to 8%	Maintain 8%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
E: English Learner reclassification rate				
Priority 4: Pupil Achievement F: Percentage of pupils passing AP exam with 3 or higher	NA (Elementary District)	NA (Elementary District)	NA (Elementary District)	NA (Elementary District)
Priority 4: Pupil Achievement G: Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other)	NA (Elementary District)	NA (Elementary District)	NA (Elementary District)	NA (Elementary District)
Priority 7: Course Access A: Extent to which pupils have access to and are enrolled in a broad course of study (EC 51210/51220)	100% of pupils have access to and are enrolled in a broad course of study (EC 51210/51220)	100% of pupils have access to and are enrolled in a broad course of study (EC 51210/51220)	100% of pupils have access to and are enrolled in a broad course of study (EC 51210/51220)	100% of pupils have access to and are enrolled in a broad course of study (EC 51210/51220)
Priority 7: Course Access B: Extent to which pupils have access to and are enrolled in a programs/services for unduplicated pupils	100% of unduplicated pupils have access to and are enrolled in programs/services specific to their needs	100% of unduplicated pupils have access to and are enrolled in programs/services specific to their needs	100% of unduplicated pupils have access to and are enrolled in programs/services specific to their needs	100% of unduplicated pupils have access to and are enrolled in programs/services specific to their needs
Priority 7: Course Access	100% of pupils with exceptional needs have	100% of pupils with exceptional needs have	100% of pupils with exceptional needs have	100% of pupils with exceptional needs have

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
C: Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs	access to and are enrolled in programs/services specific to their needs	access to and are enrolled in programs/services specific to their needs	access to and are enrolled in programs/services specific to their needs	access to and are enrolled in programs/services specific to their needs

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)

All
Specific Student Groups: NA
[Add Students to be Served selection here]

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

All Schools
Specific Schools: NA
Specific Grade Spans: NA
[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)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

Specific Schools: NA
Specific Grade Spans: NA
[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

New Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
#1: Provide professional development for teachers to identify Priority Standards in ELA & Math while defining Scope & Sequence per quarter. Including professional development for NGSS and participation in Westside Smalls Summer Institute. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	#1: Provide professional development for teachers to align curriculum to priority standards, systematic CFAs, and Data Team implementation targeting low income students, foster youth, and English learners. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	#1: Provide professional development for staff as defined through the Continuous Improvement Process. (Hattie, Visual Learning: Collaborative Efficacy 1.57)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$26,000.00	$15,000.00	$7,385.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$5,406.20	$3,396.46	$1,808.80
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	NA	$2,100.00	$2,100.00
Source	NA	Supplemental	Supplemental
Budget Reference	Not Applicable	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Amount			$26,900.00
Source			Supplemental
Budget Reference			5000-5999: Services And Other 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)

All
Specific Student Groups: NA
[Add Students to be Served selection here]

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

All Schools
Specific Schools: NA
Specific Grade Spans: NA
[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)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

Specific Schools: NA
Specific Grade Spans: NA
[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	Unchanged Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
#2: Continue TK-8 Writing focus. Year II implementation of WFTB "Write from the Beginning" and ThinkingMaps strategies.	#2: Continue TK-8 Writing focus. Year III implementation of WFTB "Write from the Beginning" and ThinkingMaps strategies.	#2: Continue TK-8 Writing focus. Maintenance of WFTB "Write from the Beginning" and ThinkingMaps strategies.

(Hattie, Visual Learning: Collaborative Efficacy 1.57)	(Hattie, Visual Learning: Collaborative Efficacy 1.57)	(Hattie, Visual Learning: Collaborative Efficacy 1.57)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$350.00	$300.00	$13,650.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	NA	$67.93	$3,343.31
Source	NA	Supplemental	Supplemental
Budget Reference	Not Applicable	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount			$1,900.00
Source			Supplemental
Budget Reference			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)

All
Specific Student Groups: NA
[Add Students to be Served selection here]

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

All Schools
Specific Schools: NA
Specific Grade Spans: NA
[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)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	Specific Schools: NA Specific Grade Spans: NA [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
Modified Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
#3: Maintain data and assessment position to support state adopted standards implementation. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)	#3: Maintain data and assessment position to support state adopted standards implementation. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)	#3: Maintain data and assessment platform to support data analysis and state adopted standards implementation. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$62,548.91	$69,969.30	$53,334.50
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$24,855.33	$27,683.76	$22,589.57
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount	$2,900.00	$16,955.89	$8,581.25
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount	$7,600.00	NA	NA
Source	Supplemental	NA	NA
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Not Applicable	Not Applicable

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)

Specific Student Groups: NA
[Add Students to be Served selection here]

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

Specific Schools: NA
Specific Grade Spans: NA
[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))

LEA-wide
[Add Scope of Services selection here]

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

All Schools
Specific Schools: NA
Specific Grade Spans: NA
[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	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
#4: Maintain Reading intervention programs K-8 with priority to unduplicated students needing intervention. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)	#4: Maintain Reading intervention programs K-8 with priority to unduplicated students needing intervention. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)	#4: Maintain Reading and Math intervention programs K-8 with priority to unduplicated students needing intervention. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$119,541.58	$117,249.09	$49,991.82
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$31,985.74	$22,210.51	$19,337.20
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$1,000.00	NA	NA
Source	Supplemental	NA	NA
Budget Reference	4000-4999: Books And Supplies	Not Applicable	Not Applicable

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)

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

Specific Student Groups: NA [Add Students to be Served selection here]	Specific Schools: NA Specific Grade Spans: NA [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 [Add Students to be Served selection here]	LEA-wide [Add Scope of Services selection here]	All Schools Specific Schools: NA Specific Grade Spans: NA [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	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
#5: Continue to support supplementary bridging materials aligned to state adopted standards. Supplemental materials which reflect best practices combined with best instructional strategies principally directed towards unduplicated count. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)	#5: Continue to support supplementary bridging materials aligned to state adopted standards. Supplemental materials which reflect best practices combined with best instructional strategies principally directed towards unduplicated count. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)	#5: Continue to support supplementary bridging materials aligned to state adopted standards. Supplemental materials which reflect best practices combined with best instructional strategies principally directed towards unduplicated count. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$20,000	$9,106.56	$9,306.56
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	$31,590.00	$44,715.50	$45,315.50
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

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)

Specific Student Groups: NA
[Add Students to be Served selection here]

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

Specific Schools: NA
Specific Grade Spans: NA
[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))

LEA-wide
[Add Scope of Services selection here]

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

All Schools
Specific Schools: NA
Specific Grade Spans: NA
[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

New Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
#6: Provide support to students for English language acquisition throughout the school day. (Hattie, Visual Learning: Summer School 0.23)	#6: Continue to provide support to students for English language acquisition throughout the school day. (Hattie, Visual Learning: Summer School 0.23)	#6: Continue to provide support to students for English language acquisition throughout the school day. (Hattie, Visual Learning: Summer School 0.23)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000.00	$1,539.00	$2,105.59
Source	Supplemental	Supplemental	Supplemental
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

Ensure campus safety and positive school culture at all school sites.

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:

Goal 2: Increase and improve school culture at all school sites.

Suspension Rate (Priority 6)

Color: The following student groups are performing in the red or orange performance categories:

- All Students: Orange
- Socioeconomically Disadvantaged: Orange
- Students with Disabilities: Red
- Hispanic: Orange
- White-Orange

Status: The following student groups are identified in the high or very high status level:

- Homeless: Very High (11.5%)
- Socioeconomically Disadvantaged: High (3.3%)
- Students with Disabilities: High (3.6%)

- American Indian: High (5%)

Change: The following student groups increased or increased significantly in change level:
- All Students: Increased (+1.1%)
- Socioeconomically Disadvantaged: Increased (+1.7%)
- Students with Disabilities: Increased Significantly (+2.5%)
- American Indian: Increased Significantly (+5%)
- Hispanic: Increased (+0.7%)
- White: Increased (+1.5%)

The district will continue to utilize the student information system Illuminate Education to not only track behavior but use the data collection to implement best practices. Examples of examining reoccurring locations, times, involved individuals. This data is being used to drive important decision making and addressing the root cause of school climate issues verses treating the symptoms of potential student behavior violations. The district is focused on a continuous cycle of important at it addresses this performance gap.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3: Parental Involvement A: Efforts to seek parent input in making decisions for district and school sites	Various stakeholders are invited to attend a variety of meetings through the year to participate in decision making within the district. Examples of these meetings: Parent meetings and LCAP Townhall meetings Yearly district LCAP stakeholder meetings to gather input in decision making LCAP parent nights during the year along with web-based survey	The district will maintain a minimum of 2 Townhall meetings through the academic year The district will maintain the yearly LCAP stakeholder surveys which include parents Multiple means of communication for parents/guardians. The district incorporates: • ParentSquare a messaging system via text,	The district will maintain a minimum of 2 Townhall meetings through the academic year The district will maintain the yearly LCAP stakeholder surveys which include parents Multiple means of communication for parents/guardians. The district incorporates: • ParentSquare a messaging system via text,	The district will maintain a minimum of 2 Townhall meetings through the academic year The district will maintain the yearly LCAP stakeholder surveys which include parents Multiple means of communication for parents/guardians. The district incorporates: • ParentSquare a messaging system via text,

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Multiple means of communication for parents/guardians. The district incorporates: • ParentSquare a messaging system via text, phone and or email • Invitation to all extracurricular, award, academic showcases, and informational events • Flyers home	phone and or email • Invitation to all extracurricular, award, academic showcases, and informational events • Flyers home Increase from 3 to 4 LCAP parent nights during the year along with web-based survey	phone and or email • Invitation to all extracurricular, award, academic showcases, and informational events • Flyers home Maintain 4 LCAP parent nights during the year along with web-based survey	phone and or email • Invitation to all extracurricular, award, academic showcases, and informational events • Flyers home Maintain 4 LCAP update presentations during the year along with web-based survey
Priority 3: Parental Involvement B: How district promotes participation of parents for unduplicated pupils	6 English Language parent meetings to inform parents of strategies to help their students 2 parent education trainings through the year for the parents to learn strategies to help their students and to help the parents targeted at unduplicated student families	Maintain 6 English Language parent meetings to inform parents of strategies to help their students Increase from 2 to 3 parent education trainings through the year for the parents to learn strategies to help their students and to help the parents targeted at unduplicated student families	Maintain 6 English Language parent meetings to inform parents of strategies to help their students Maintain 3 parent education trainings through the year for the parents to learn strategies to help their students and to help the parents targeted at unduplicated student families	Maintain 6 parent education forums throughout the year for the parents to learn strategies to help their students Focus topics will be on English Language, Special Education, Foster, Homeless, and Low Socioeconomically Disadvantaged. Targeted to unduplicated student families

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3: Parental Involvement C: How district promotes participation of parents for pupils with exceptional needs	1 training for parents of special need students at beginning of the year	Maintain 1 training for parents of special need students at beginning of the year	Maintain 1 training for parents of special need students at beginning of the year	Maintain opportunity for parents of special need students to participate in parent trainings throughout the year in conjunction with KCSOS SELPA
Priority 5: Pupil Engagement A: School attendance rates	95.32%	Maintain a minimum of 95%	Maintain a minimum of 95%	Maintain a minimum of 95%
Priority 5: Pupil Engagement B: Chronic absenteeism rates	10%	Maintain 10% or below	Maintain 10% or below	Maintain 10% or below
Priority 5: Pupil Engagement C: Middle school dropout rates	0%	Maintain 0% Dropout Rate	Maintain 0% Dropout Rate	Maintain 0% Dropout Rate
Priority 5: Pupil Engagement D: High school dropout rates	NA (Elementary District)	NA (Elementary District)	NA (Elementary District)	NA (Elementary District)
Priority 5: Pupil Engagement E: High school graduation rates	NA (Elementary District)	NA (Elementary District)	NA (Elementary District)	NA (Elementary District)
Priority 6: School Climate	2%	Maintain 2% or lower	Maintain 3% or lower	Maintain 3% or lower

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A: Student suspension rates				
Priority 6: School Climate B: Student expulsion rate	0.00097%	Maintain under 0.005%	Maintain under 0.005%	Maintain under 0.005%
Priority 6: School Climate C: Other local measures on sense of safety and school connectedness	93.8% of parents state their students' schools are safe, clean and in good repair 94.1% of parents state their students' look forward to coming to school 97% of parents state their students' are safe at school 61.9% of students state their schools are safe, clean and in good repair 67.7% of students state they look forward to attending school 88.3% of students state they feel safe at school (Stakeholder Survey Data Feb. 2017)	Maintain 90% or higher of parents stating their students' schools are safe, clean and in good repair Maintain 90% or higher of parents stating their students' look forward to coming to school Maintain 90% of parents state their students' are safe at school Increase from 61.9% to 65% of students stating their schools are safe, clean and in good repair Increase from 67.7% to 68% of students stating they look forward to attending school Increase from 88.3% to 89% of students stating they feel safe at school	Maintain 90% or higher of parents stating their students' schools are safe, clean and in good repair Maintain 90% or higher of parents stating their students' look forward to coming to school Maintain 90% of parents state their students' are safe at school Increase from 71% to 73% of students stating their schools are safe, clean and in good repair Increase from 75% to 77% of students stating they look forward to attending school Maintain 90% or higher of students stating they feel safe at school	Maintain 90% or higher of parents stating their students' schools are safe, clean and in good repair Maintain 90% or higher of parents stating their students' look forward to coming to school Maintain 90% of parents state their students' are safe at school Increase from 70% to 75% of students stating their schools are safe, clean and in good repair Increase from 70% to 72% of students stating they look forward to attending school Maintain 90% or higher of students stating they feel safe at school

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		(Stakeholder Survey Data Feb. 2017)	(Stakeholder Survey Data Feb. 2018)	(Stakeholder Survey Data Feb. 2019)

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)

All
Specific Student Groups: NA
[Add Students to be Served selection here]

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

All Schools
Specific Schools: NA
Specific Grade Spans: NA
[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)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

Specific Schools: NA
Specific Grade Spans: NA
[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
Modified Action	Unchanged Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

#1: Maintain positive school climate and strong student engagement. Continue implementation year II of PBIS "Positive Behavioral Interventions & Supports." (Hattie, Visual Learning: Collaborative Efficacy 1.57)	#1: Maintain positive school climate and strong student engagement. Continue implementation year III of PBIS "Positive Behavioral Interventions & Supports." To include support by vice principals and instructional aide supervision. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	#1: Maintain positive school climate and strong student engagement. Continue PBIS, "Positive Behavioral Interventions & Supports." (Hattie, Visual Learning: Collaborative Efficacy 1.57)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$54,664.95	$83,953.00	$89,503.41
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$13,939.99	$6,698.99	$8,203.22
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	$23,339.83	$36,438.45	$43,182.26
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount	No procede	$640.00	NA
Source	NA	Supplemental	NA
Budget Reference	Not Applicable	5000-5999: Services And Other Operating Expenditures	Not Applicable

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)

All
Specific Student Groups: NA
[Add Students to be Served selection here]

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

All Schools
Specific Schools: NA
Specific Grade Spans: NA
[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)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

Specific Schools: NA
Specific Grade Spans: NA
[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	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
#2: Maintain programs that reward students for perfect attendance monthly,	#2: This action has been discontinued. See the Annual Update for more	#2: This action has been discontinued. See the Annual Update for more

quarterly, and for the entire school year. (Hattie, Feedback 0.75)	information. Explanation is in the Goal/Analysis Section.	information. Explanation is in the Goal/Analysis Section.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,500.00	No procede	No procede
Source	Supplemental	NA	NA
Budget Reference	4000-4999: Books And Supplies	Not Applicable	Not Applicable

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)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All Specific Student Groups: NA [Add Students to be Served selection here]	All Schools Specific Schools: NA Specific Grade Spans: NA [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)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	Specific Schools: NA Specific Grade Spans: NA [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	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
#3: Maintain a positive school climate, campuses will be safe and security maintained; gates, fences, and locks. (Hattie, Visual Learning: Feedback 0.75)	#3: Maintain a positive school climate, students will be safe and secure. To include district secretary role of community communication and messaging. (Hattie, Visual Learning: Feedback 0.75)	#3: Maintain a positive school climate, students will be safe and secure. To include district secretary role of community communication and messaging. (Hattie, Visual Learning: Feedback 0.75)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000.00	$13,778.32	$7,234.45
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	NA	$8,828.59	$2,141.12
Source	NA	Supplemental	Supplemental
Budget Reference	Not Applicable	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	NA	$12,165.00	$17,625.00
Source	NA	Supplemental	Supplemental
Budget Reference	Not Applicable	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)

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

All Specific Student Groups: NA [Add Students to be Served selection here]	All Schools Specific Schools: NA Specific Grade Spans: NA [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)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	Specific Schools: NA Specific Grade Spans: NA [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	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
#4: Educate parents on the importance of students being at school, present in the classroom and ready to learn. Hold quarterly parent meetings to inform parents of strategies to help their students. With priority to unduplicated students and students with disabilities. (Hattie, Visual Learning: Parental Involvement 0.41)	#4: This action has been discontinued. See the Annual Update for more information. Explanation is in the Goal/Analysis Section.	#4: This action has been discontinued. See the Annual Update for more information. Explanation is in the Goal/Analysis Section.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$500.00	NA	NA
Source	Supplemental	NA	NA
Budget Reference	2000-2999: Classified Personnel Salaries	Not Applicable	Not Applicable
Amount	$121.98	NA	NA
Source	Supplemental	NA	NA
Budget Reference	3000-3999: Employee Benefits	Not Applicable	Not Applicable

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)

Specific Student Groups: NA
[Add Students to be Served selection here]

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

Specific Schools: NA
Specific Grade Spans: NA
[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))

LEA-wide
[Add Scope of Services selection here]

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

All Schools
Specific Schools: NA
Specific Grade Spans: NA
[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

Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
#5: Maintain English Language Learner parent education forums throughout the year for the parents to learn strategies to help their students. Access to the computer lab will be provided to students to work on homework and computer based intervention programs. Priority to unduplicated students and students with disabilities. (Hattie, Visual Learning: Parental Involvement 0.41)	#5: Maintain parent education forums throughout the year for the parents to learn strategies to help their students. Focus topics will be on English Language, Special Education, Foster, Homeless, and Low Socioeconomically Disadvantaged. Access to the computer lab will be provided to students to work on homework and computer based intervention programs. Priority to unduplicated students and students with disabilities. (Hattie, Visual Learning: Parental Involvement 0.41)	#5: Maintain parent education forums throughout the year for the parents to learn strategies to help their students. Focus topics will be on English Language, Special Education, Foster, Homeless, and Low Socioeconomically Disadvantaged. Priority to unduplicated students and students with disabilities. (Hattie, Visual Learning: Parental Involvement 0.41)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$250.00	$1,000.00	$1,000.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount	$61.00	No procede	No procede
Source	Supplemental	NA	NA
Budget Reference	3000-3999: Employee Benefits	Not Applicable	Not Applicable
Amount	$250.00	No procede	No procede
Source	Supplemental	NA	NA
Budget Reference	4000-4999: Books And Supplies	Not Applicable	Not Applicable

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)

All
Specific Student Groups: NA
[Add Students to be Served selection here]

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

All Schools
Specific Schools: NA
Specific Grade Spans: NA
[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)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

Specific Schools: NA
Specific Grade Spans: NA
[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
Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
#6: Maintain an effective truancy policy. Parents will be notified quarterly regarding their students' attendance and held accountable in regards to truancy and chronic absenteeism. (Hattie, Visual Learning: Parental Involvement 0.41)	#6: Maintain an effective truancy policy. Parents will be notified quarterly regarding their students' attendance and held accountable in regards to truancy and chronic absenteeism. Educate parents on the importance of students being at school, present in the classroom and ready to learn. Priority to unduplicated students and students with disabilities.	#6: Maintain an effective truancy monitoring system. Parents will be notified quarterly regarding their students' attendance and held accountable in regards to truancy and chronic absenteeism. Educate parents on the importance of students being at school, present in the classroom and ready to learn. Priority to unduplicated students and students with disabilities. (Hattie,

	(Hattie, Visual Learning: Parental Involvement 0.41)	Visual Learning: Parental Involvement 0.41)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No procede	No procede	$7,500.00
Source	NA	NA	Supplemental
Budget Reference	NA	NA	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)

Specific Student Groups: NA
[Add Students to be Served selection here]

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

Specific Schools: NA
Specific Grade Spans: NA
[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))

LEA-wide
[Add Scope of Services selection here]

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

All Schools
Specific Schools: NA
Specific Grade Spans: NA
[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

	New Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
#7: This action was not implemented in 2017-2018. See the Annual Update for more information.	#7: Addition of district-wide nurse with focus on school safety. Focus on connecting families to community resources based on need. (Hattie, Visual Learning: Parental Involvement 0.41)	#7: District-wide nurse with focus on school safety. Focus on connecting families to community resources based on need. (Hattie, Visual Learning: Parental Involvement 0.41)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No procede	$39,490.80	$43,171.80
Source	NA	Supplemental	Supplemental
Budget Reference	Not Applicable	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	No procede	$7,480.74	$8,976.70
Source	NA	Supplemental	Supplemental
Budget Reference	Not Applicable	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount			$1,000.00
Source			Supplemental
Budget Reference			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)

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

Specific Student Groups: NA [Add Students to be Served selection here]	Specific Schools: NA Specific Grade Spans: NA [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 [Add Students to be Served selection here]	LEA-wide [Add Scope of Services selection here]	All Schools Specific Schools: NA Specific Grade Spans: NA [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
	New Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
#8: This action was not implemented in 2017-2018. See the Annual Update for more information.	#8: Add 0.5 FTE PPS credentialed certificated staff to provide social and emotional intervention supports and counseling. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	#8: Add School Psychologist to provide social and emotional intervention supports and counseling. Priority to unduplicated students and students with disabilities. (Hattie, Visual Learning: Collaborative Efficacy 1.57)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	$39,057.19	$69,374.02
Source	NA	Supplemental	Supplemental
Budget Reference	Not Applicable	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	No procede	$14,157.42	NA
Source	NA	Supplemental	NA
Budget Reference	Not Applicable	3000-3999: Employee Benefits	Not Applicable

Action 9

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

OR

English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

		New Action
		#9: Addition of 0.2 FTE Speech Pathologist to assist with interventions to support systems and structures to meet the needs of all students. Priority to unduplicated students and students with disabilities. (Hattie, Visual Learning: Collaborative Efficacy 1.57)

Budgeted Expenditures

Amount			$21,000.00
Source			Supplemental
Budget Reference			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

#3. Focus on high school, and, college and career readiness which encompasses 21st century learning skills and leveraging the digital.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

As of the 2018-2019 the district is approximately 95% 1:1 on devices. All facilities maintained and in good repair.

The district will continue to maintain programs and facilities: Core Instruction, Renaissance Learning Programs (Accelerated Reader, STAR reading, STAR math, and STAR Early Literacy), and these programs are currently used for benchmark data along with rigorous CAASPP Interims to show a wide array of mastery among grade levels in subjects pertaining to 51210/51220 by the end of the 2018-2019.

Read Well-Title 1 Reading Program, Lexia/ReadingPlus, Dibels, Language Studio, Elective Programs (Robotics, Art, Drama , and Band), PLTW, GATE and AVID. These programs are used to meet the needs of our students for intervention and enrichment.

18-19

Renaissance STAR Reading Test August 2018 - December 2018 - May 2019:

- Grade 2 Standard Met= 47% - 57% - 56%
- Grade 3 Standard Met= 44% - 49% - 45%
- Grade 4 Standard Met= 39% - 49% - 47%

ReadingPlus August 2018 - May 2019

- Grade 5 Standard Met= 26% - 55%
- Grade 6 Standard Met= 34% - 47%
- Grade 7 Standard Met= 40% - 51%
- Grade 8 Standard Met= 48% - 60%

Renaissance STAR Math August 2018 - December 2018 - May 2019:

- Grade 1 Standard Met= 38% - 58% - 58%
- Grade 2 Standard Met= 53% - 61% - 59%
- Grade 3 Standard Met= 47% - 47% - 50%
- Grade 4 Standard Met= 36% - 47% - 48%
- Grade 5 Standard Met= 30% - 35% - 37%
- Grade 6 Standard Met= 24% - 31% - 20%
- Grade 7 Standard Met= 25% - 26% - 28%
- Grade 8 Standard Met= 33% - 33% - 37%

* Decision to state % by grade for better comparison as STAR and ReadingPlus vendors make yearly calculation adjustments.

Dibels Reading December May 2019:

- Grade K Standard Met= 66% - 61%
- Grade 1 Standard Met= 70% - 55%
- Grade 2 Standard Met= 77% - 63%
- Grade 3 Standard Met= 65% - XX%
- Grade 4 Standard Met= 50% - XX%

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Basic Services A: Teachers appropriately assigned and fully credentialed for assignment	98% of teachers appropriately assigned and credentialed in subject areas.	Increase to 100% of teachers appropriately assigned and credentialed in subject areas.	Maintain 98% of teachers appropriately assigned and credentialed in subject areas.	Maintain 98% of teachers appropriately assigned and credentialed in subject areas.
Priority 1: Basic Services	100% compliance on Williams	Maintain 100% compliance on Williams	Maintain 100% compliance on Williams	Maintain 100% compliance on Williams

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
B: Pupil access to standards aligned materials				
Priority 1: Basic Services C: School facilities maintained in good repair	FIT: Good/exemplary rating all schools	Maintain FIT: Good/exemplary rating all schools	Maintain FIT: Good/exemplary rating all schools	Maintain FIT: Good/exemplary rating all schools
Priority 8: Other Pupil Outcomes A: Pupil outcomes in subjects described in 51210/51220	• District final ELA benchmark average= 54.84% • District final Math benchmark average= 52.14% • PLTW total student count participating= 164 • PLTW total unduplicated student count participating= 63	• Increase District final ELA benchmark average from 54.84% to 57% • Increase District final Math benchmark average from 52.14% to 54% • Increase PLTW total student count participating from 164 to 165 • Increase PLTW total unduplicated student count participating from 63 to 65	• Increase District final ELA benchmark average from 57% to 58% • Increase District final Math benchmark average from 54% to 55% • Increase PLTW total student count participating from 165 to 166 • Increase PLTW total unduplicated student count participating from 65 to 67	• Decision to state % by grade for better comparison as STAR and ReadingPlus vendors make yearly calculation adjustments. • Increase District final ELA benchmark per grade level to 55% _ Increase District final Math benchmark per grade level to 50% • Maintain PLTW total student count participating 160+

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
				• Maintain PLTW total unduplicated student count participating 75+

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)

All
Specific Student Groups: NA
[Add Students to be Served selection here]

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

All Schools
Specific Schools: NA
Specific Grade Spans: NA
[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)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

All Schools
Specific Schools: NA
Specific Grade Spans: NA
[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

New Action	Unchanged Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
#1: Incorporate C3 administration walk-through observation tool. Observation tool will primarily be used for observation of instructional strategies being implemented daily in classroom instruction. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	#1: Continue C3 administration walk-through observation tool. Observation tool will primarily be used for observation of instructional strategies being implemented daily in classroom instruction. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	#1: Discontinued

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,500.00	$1,000.00	$0.00
Source	Supplemental	Supplemental	NA
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	Not Applicable

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)

All
Specific Student Groups: NA
[Add Students to be Served selection here]

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

All Schools
Specific Schools: NA
Specific Grade Spans: NA
[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)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	Specific Schools: NA Specific Grade Spans: NA [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
New Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
#2: Identify K-8 Technology progression skills with Tech Team. Year I implementation of 0.5 FTE Technology TOSA. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	#2: This action has been discontinued. See the Annual Update for more information. Explanation is in the Goal/Analysis Section.	#2: This action has been discontinued. See the Annual Update for more information. Explanation is in the Goal/Analysis Section.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$77,767.64	$0.00	$0.00
Source	Supplemental	NA	NA
Budget Reference	1000-1999: Certificated Personnel Salaries	Not Applicable	Not Applicable
Amount	$22,821.72	$0.00	$0.00
Source	Supplemental	NA	NA
Budget Reference	3000-3999: Employee Benefits	Not Applicable	Not Applicable

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)

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

Specific Student Groups: NA [Add Students to be Served selection here]	Specific Schools: NA Specific Grade Spans: NA [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 [Add Students to be Served selection here]	LEA-wide [Add Scope of Services selection here]	All Schools [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	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
#3: Maintain and support a technology replacement system for LCAP purchased items. (Hattie, Visual Learning: Computer Assisted Instruction 0.37)	#3: Maintain and support a technology replacement system for LCAP purchased items to support low income, foster youth, and English learners that may not have access to technology or internet at home. (Hattie, Visual Learning: Computer Assisted Instruction 0.37)	#3: Maintain and support a technology replacement system for LCAP purchased items to support low income, foster youth, and English learners that may not have access to technology or internet at home. (Hattie, Visual Learning: Computer Assisted Instruction 0.37)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$77,281.83	$17,413.14	$0.00
Source	Supplemental	Supplemental	NA
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	Not Applicable
Amount	$28,843.02	$37,012.50	$39,051.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	$67,619.23	$17,675.35	$20,499.93
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount			$12,054.04
Source			Supplemental
Budget Reference			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)

All
Specific Student Groups: NA
[Add Students to be Served selection here]

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

All Schools
Specific Schools: NA
Specific Grade Spans: 4-8
[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)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	Specific Schools: NA Specific Grade Spans: NA [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
New Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
#4: Incorporate GATE certification to improve differentiation for identified gifted and talented students. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	#4: Incorporate GATE professional development to improve differentiation for identified gifted and talented students. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	#4: Discontinued

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000.00	$2,000.00	$0.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	NA	$452.86	$0.00
Source	NA	Supplemental	Supplemental
Budget Reference	Not Applicable	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount	No procede	$1,723.64	$0.00
Source	NA	Supplemental	NA
Budget Reference	Not Applicable	4000-4999: Books And Supplies	Not Applicable

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)

Specific Student Groups: NA
[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
[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: Rio Bravo-Greeley School
Specific Grade Spans: 6-8
[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
#5: Continue to provide multiple PLTW Gateway courses at the middle school preparing students for CTE coursework furthering college and career readiness.	#5: Continue to provide multiple college and career readiness courses at the middle school preparing students for CTE coursework furthering college and career	#5: Continue to provide multiple college and career readiness courses preparing students for CTE coursework furthering college and career readiness. (Hattie,

(Hattie, Visual Learning: Collaborative Efficacy 1.57)	readiness. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	Visual Learning: Collaborative Efficacy 1.57)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$200.00	$73,328.76	$97,441.44
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$41.59	$32,894.36	$45,837.08
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$1,700.00	$5,000.00	$10,000.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	$1,000.00	$2,325.00	$3,660.50
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	$750.00	$750.00	$949.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

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)
All Specific Student Groups: NA [Add Students to be Served selection here]	All Schools Specific Schools: NA Specific Grade Spans: NA [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)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	Specific Schools: NA Specific Grade Spans: NA [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	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
#6: Continue AVID implementation progress towards establishing district-wide programs. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	#6: Continue AVID implementation progress towards establishing district-wide programs. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	#6: Continue AVID implementation progress towards establishing district-wide programs. (Hattie, Visual Learning: Collaborative Efficacy 1.57)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,087.46	$1,950.00	$3,900.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$6,840.00	$1,316.56	$955.27
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	No procede	$535.00	$1,070.00
Source	NA	Supplemental	Supplemental
Budget Reference	Not Applicable	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	No procede	$8,194.33	$18,138.66
Source	NA	Supplemental	Supplemental
Budget Reference	Not Applicable	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	No procede	$8,288.00	$12,263.00
Source	NA	Supplemental	Supplemental
Budget Reference	Not Applicable	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)

New Goal

Goal 4

State and/or Local Priorities addressed by this goal:

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

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 1

OR

Actions/Services

Budgeted Expenditures

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
$853,381	10.00%

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).

The district is expending it's LCFF funds as described in it's goals and action steps to focus on professional development, student interventions, improving attendance, student & family engagement, positive school climate, safety, and college and career readiness. Additional LCFF funding will allow Rio Bravo-Greeley Union School District to provide professional development and other services to staff to ensure quality first instruction for the unduplicated pupil groups. Particularly, supports and staff to promote English Learners acquisition of language and content have been expanded. A focus on strategic goal setting supported by access to technology for students, staff, and materials to support students for high-quality first instruction and intervention based on formative assessment results will be in place to increase student achievement. The district is continuing to align through staff decision making moving towards standards based instruction and reporting.

Rio Bravo-Greeley School District unduplicated pupil count decreased from 51% in 2017/19 to 50% in 2018/19. The LCFF supplemental funds to improve student achievement principally meet the needs of the unduplicated student count. Unduplicated students are identified as and or either low income, English Learners, or Foster Youth. The district adheres to a strong process of expending fund requests. Each request is review by school-site administration, district accounts payable, district business/curriculum, and the superintendent. The district has determined to disperse LCFF supplemental and concentration grant funds across both school sites in an effort to enhance educational services to these students. Justification that these are best practices and in the best interest of the district and students. Once the needs of the unduplicated students have been met, services are expanded to meet the needs of all students district-wide.

The district has chosen to most effectively use funds based on best practices documented by John Hattie's research. The district will focus on Hattie's #1 most effective method of improving achievement, Collective Efficacy. Collective Efficacy has an effective practice

size of 1.57. An effect size of 0.40 represents one year's growth over the course of one school year. Schools that effect sizes to measure student progress can maximize their impact on student outcomes.

The district is expending it's LCFF supplemental and concentration grant funds as described in the Rio Bravo-Greeley Union School District's goals and action steps to focus on:

- Provide professional development for staff as defined through the Continuous Improvement Process. (Hattie, Visual Learning: Collaborative Efficacy 1.57)
- Continue TK-8 Writing focus. Maintenance of WFTB "Write from the Beginning" and ThinkingMaps strategies. (Hattie, Visual Learning: Collaborative Efficacy 1.57)
- Maintain data and assessment platform to support data analysis and State adopted standard implementation. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)
- Maintain Reading and Math intervention programs K-8 with priority to unduplicated students needing intervention. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)
- Continue to support supplementary bridging materials aligned to state adopted standards. Supplemental materials which reflect best practices combined with best instructional strategies principally directed towards unduplicated count. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)
- Continue to provide support to students for English language acquisition throughout the school day. (Hattie, Visual Learning: Summer School 0.23)
- Maintain positive school climate and strong student engagement. Continue PBIS, "Positive Behavioral Interventions & Supports." (Hattie, Visual Learning: Collaborative Efficacy 1.57)
- Maintain a positive school climate, students will be safe and secure. To include district secretary role of community communication and messaging. (Hattie, Visual Learning: Feedback 0.75)
- Maintain parent education forums throughout the year for the parents to learn strategies to help their students. Focus topics will be on English Language, Special Education, Foster, Homeless, and Low Socioeconomically Disadvantaged. Priority to unduplicated students and students with disabilities. (Hattie, Visual Learning: Parental Involvement 0.41)
- Maintain an effective truancy policy. Parents will be notified quarterly regarding their students’ attendance and held accountable in regards to truancy and chronic absenteeism. Educate parents on the importance of students being at school, present in the classroom and ready to learn. Priority to unduplicated students and students with disabilities. (Hattie, Visual Learning: Parental Involvement 0.41)
- Addition of district-wide nurse with focus on school safety. Focus on connecting families to community resources based on need. (Hattie, Visual Learning: Parental Involvement 0.41)
- Addition School Psychologist to provide social and emotional intervention supports and counseling. Priority to unduplicated students and students with disabilities. (Hattie, Visual Learning: Collaborative Efficacy 1.57)
- Addition of 0.2 FTE Speech Pathologist to assist with interventions to support systems and structures to meet the needs of all students. Priority to unduplicated students and students with disabilities. (Hattie, Visual Learning: Collaborative Efficacy 1.57)

The minimum proportionality percentage has decreased from 10.3% to 10.00%. These funds are above the base grant and will be focused on the district's unduplicated student count. The minimum proportionality equates to the minimum amount of growth the state is expecting from the students who generated the supplemental grant. Supplemental concentration funds were principally directed to unduplicated pupils above the base program based on identified need and stakeholder input.

The addition of LCFF funding will allow the Rio Bravo-Greeley Union School District to increase focus on three themes while modeling Hattie's best practices:

Professional Development:

- To support implementation of Common Core in ELA and Mathematics standards, English Language Development strategies and digital learning to enhance and improve the delivery of ELA and Mathematics instruction. To improve strong first instruction along with the implementation of research-based state adopted standards instructional strategies, curriculum, intervention and enrichment (GATE) programs increasing strong first instruction.

Intervention Programs:

- Maintain Reading and Math intervention programs in grades K-8 with priority to unduplicated students needing intervention. 100% unduplicated count participation at RBG and all unduplicated count students enrolled in at RBG until demonstration of closing the achievement gap. Continue to provide priority for general education ESY summer school program grades K-3rd grade. Maintain support staff to provide assistance to students who need support in social skills and behavior management strategies. With priority to unduplicated students and students with disabilities.

Parental Engagement:

- Educate parents on the importance of students being at school, present in the classroom and ready to learn. Hold quarterly parent meetings to inform parents of strategies to help their students. With priority to unduplicated students and students with disabilities. Maintain parent education trainings throughout the year for the parents to learn strategies to help their students and to help the parents learn English language skills. Additionally utilize other means of reaching and communicating with families regarding the vision of the district, initiatives and action steps. With priority to unduplicated students and students with disabilities.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$805,842.00	10.3%

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).

The district is expending it's LCFF funds as described in it's goals and action steps to focus on professional development, student interventions, improving attendance, student & family engagement, positive school climate, safety, and college and career readiness. Additional LCFF funding will allow Rio Bravo-Greeley Union School District to provide professional development and other services to staff to ensure quality first instruction for the unduplicated pupil groups. Particularly, supports and staff to promote English Learners acquisition of language and content have been expanded. A focus on strategic goal setting supported by access to technology for students, staff, and materials to support students for high-quality first instruction and intervention based on formative assessment results will be in place to increase student achievement. The district is continuing to align through staff decision making moving towards standards based instruction and reporting.

Rio Bravo-Greeley School District unduplicated pupil count decreased from 53% in 2016/17 to 51% in 2017/18. The LCFF supplemental funds to improve student achievement principally meet the needs of the unduplicated student count. Unduplicated students are identified as and or either low income, English Learners, or Foster Youth. The district adheres to a strong process of expending fund requests. Each request is review by school-site administration, district accounts payable, district business/curriculum, and the superintendent. The district has determined to disperse LCFF supplemental and concentration grant funds across both school sites in an effort to enhance educational services to these students. Justification that these are best practices and in the best interest of the district and students. Once the needs of the unduplicated students have been met, services are expanded to meet the needs of all students district-wide.

The district has chosen to most effectively use funds based on best practices documented by John Hattie's research. The district will focus on Hattie's #1 most effective method of improving achievement, Collective Efficacy. Collective Efficacy has an effective practice size of 1.57. An effect size of 0.40 represents one year's growth over the course of one school year. Schools that effect sizes to measure student progress can maximize their impact on student outcomes.

The district is expending it's LCFF supplemental and concentration grant funds as described in the Rio Bravo-Greeley Union School District's goals and action steps to focus on:

- Provide professional development for teachers to align curriculum to priority standards, systematic CFAs, and Data Team implementation.. (Hattie, Visual Learning: Collaborative Efficacy 1.57)
- Continue TK-8 Writing focus. Year III implementation of WFTB "Write from the Beginning" and ThinkingMaps strategies. (Hattie, Visual Learning: Collaborative Efficacy 1.57)
- Maintain data and assessment position to support state adopted standards implementation. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)
- Maintain Reading intervention programs K-8 with priority to unduplicated students needing intervention. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)
- Continue to support supplementary.bridging materials aligned to state adopted standards. Supplemental materials which reflect best practices combined with best instructional strategies principally directed towards unduplicated count. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)
- Provide support to students for English language acquisition throughout the school day.
- Maintain positive school climate and strong student engagement. Continue implementation year II of PBIS "Positive Behavioral Interventions & Supports." (Hattie, Visual Learning: Collaborative Efficacy 1.57)
- Maintain programs that reward students for perfect engagement, attendance monthly, quarterly, and for the entire school year. (Hattie, Feedback 0.75)
- Maintain a positive school climate, students will be safe and secure. (Hattie, Visual Learning: Feedback 0.75)
- Maintain parent education forums throughout the year for the parents to learn strategies to help their students. Focus topics will be on English Language, Special Education, Foster, Homeless, and Low Socioeconomically Disadvantaged. Access to the computer lab will be provided to students to work on homework and computer based intervention programs. Priority to unduplicated students and students with disabilities. (Hattie, Visual Learning: Parental Involvement 0.41)
- Maintain an effective truancy policy. Parents will be notified quarterly regarding their students' attendance and held accountable in regards to truancy and chronic absenteeism. (Hattie, Visual Learning: Parental Involvement 0.41)
- Addition of district-wide nurse with focus on school safety. Focus on connecting families to community resources based on need. (Hattie, Visual Learning: Parental Involvement 0.41)
- Add 0.5 FTE PPS credentialed certificated staff to provide social and emotional intervention supports and counseling. (Hattie, Visual Learning: Collaborative Efficacy 1.57)
- Continue C3 administration walk-through observation tool. Observation tool will primarily be used for observation of instructional strategies being implemented daily in classroom instruction. (Hattie, Visual Learning: Collaborative Efficacy 1.57)
- Maintain a technology replacement system and support for LCAP purchased items. (Hattie, Visual Learning: Computer Assisted Instruction 0.37)
- Incorporate GATE professional development to improve differentiation for identified gifted and talented students. (Hattie, Visual Learning: Collaborative Efficacy 1.57)
- Continue to provide multiple college and career readiness courses at the middle school preparing students for CTE coursework furthering college and career readiness. (Hattie, Visual Learning: Collaborative Efficacy 1.57)
- Continue AVID implementation progress towards establishing district-wide programs. (Hattie, Visual Learning: Collaborative Efficacy 1.57)

The minimum proportionality percentage has increased from 9.61% to 10.3%. These funds are above the base grant and will be focused on the district's unduplicated student count. The minimum proportionality equates to the minimum amount of growth the state is expecting from the students who generated the supplemental grant. Supplemental concentration funds were principally directed to unduplicated pupils above the base program based on identified need and stakeholder input.

The addition of LCFF funding will allow the Rio Bravo-Greeley Union School District to increase focus on three themes while modeling Hattie's best practices:

Professional Development:

- To support implementation of Common Core in ELA and Mathematics standards, English Language Development strategies and digital learning to enhance and improve the delivery of ELA and Mathematics instruction. To improve strong first instruction along with the implementation of research-based state adopted standards instructional strategies, curriculum, intervention and enrichment (GATE) programs increasing strong first instruction.

Intervention Programs:

- Maintain Reading intervention programs in grades K-8 with priority to unduplicated students needing intervention. 100% unduplicated count participation at RBG and all unduplicated count students enrolled in at RBG until demonstration of closing the achievement gap. Continue to provide priority for Jump Start summer school program grades 2-4 and after school tutoring club. Maintain support staff to provide assistance to students who need support in social skills and behavior management strategies. With priority to unduplicated students and students with disabilities.

Parental Engagement:

- Educate parents on the importance of students being at school, present in the classroom and ready to learn. Hold quarterly parent meetings to inform parents of strategies to help their students. With priority to unduplicated students and students with disabilities. Maintain parent education trainings throughout the year for the parents to learn strategies to help their students and to help the parents learn English language skills. Access to the computer lab will be provided to students to work on homework and computer based intervention programs. With priority to unduplicated students and students with disabilities.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$737,858.00	9.61%

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).

Rio Bravo-Greeley School District unduplicated pupil count increased from 50% in 2015/16 to 53% in 2016/17. The LCFF supplemental funds to improve student achievement principally meet the needs of the unduplicated student count. Unduplicated students are identified as and or either low income, English Learners, or Foster Youth. The district adheres to a strong process of expending fund requests. Each request is review by school-site administration, district accounts payable, district business/curriculum, and the superintendent. The district has determined to disperse LCFF supplemental and concentration grant funds across both school sites in an effort to enhance educational services to these students. Justification that these are best practices and in the best interest of the district and students. Once the needs of the unduplicated students have been met, services are expanded to meet the needs of all students district-wide.

The district has chosen to most effectively use funds based on best practices documented by John Hattie's research. The district will focus on Hattie's #1 most effective method of improving achievement, Collective Efficacy. Collective Efficacy has an effective practice size of 1.57. An effect size of 0.40 represents one year's growth over the course of one school year. Schools that effect sizes to measure student progress can maximize their impact on student outcomes.

The district is expending it's LCFF supplemental and concentration grant funds as described in the Rio Bravo-Greeley Union School District's goals and action steps to focus on:

- Provide professional development for teachers to identify Priority Standards in ELA & Math while defining Scope & Sequence per quarter. (Hattie, Visual Learning: Collaborative Efficacy 1.57)
- Continue TK-8 Writing focus. Year II implementation of WFTB "Write from the Beginning" and ThinkingMaps strategies. (Hattie, Visual Learning: Collaborative Efficacy 1.57)
- Maintain data and assessment position to support state adopted standards implementation. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)
- Maintain Reading intervention programs K-8 with priority to unduplicated students needing intervention. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)

- Continue to support supplementary.bridging materials aligned to state adopted standards. Supplemental materials which reflect best practices combined with best instructional strategies principally directed towards unduplicated count. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)
- Provide support to students for English language acquisition throughout the school day.
- Maintain positive school climate and strong student engagement. Continue implementation year II of PBIS "Positive Behavioral Interventions & Supports." (Hattie, Visual Learning: Collaborative Efficacy 1.57)
- Maintain programs that reward students for perfect engagement, attendance monthly, quarterly, and for the entire school year. (Hattie, Feedback 0.75)
- Maintain a positive school climate, campuses will be safe and security maintained; gates, fences, and locks. (Hattie, Visual Learning: Feedback 0.75)
- Educate parents on the importance of students being at school, present in the classroom and ready to learn. Hold quarterly parent meetings to inform parents of strategies to help their students. With priority to unduplicated students and students with disabilities. (Hattie, Visual Learning: Parental Involvement 0.41)
- Maintain English Language Learner parent education forums throughout the year for the parents to learn strategies to help their students. Access to the computer lab will be provided to students to work on homework and computer based intervention programs. Priority to unduplicated students and students with disabilities. (Hattie, Visual Learning: Parental Involvement 0.41)
- Maintain an effective truancy policy. Parents will be notified quarterly regarding their students' attendance and held accountable in regards to truancy and chronic absenteeism. (Hattie, Visual Learning: Parental Involvement 0.41)
- Incorporate C3 administration walk-through observation tool. Observation tool will primarily be used for observation of instructional strategies being implemented daily in classroom instruction. (Hattie, Visual Learning: Collaborative Efficacy 1.57)
- Identify K-8 Technology progression skills with Tech Team. (Hattie, Visual Learning: Collaborative Efficacy 1.57)
- Maintain a technology replacement system and support for LCAP purchased items. (Hattie, Visual Learning: Computer Assisted Instruction 0.37)
- Incorporate GATE certification to improve differentiation for identified gifted and talented students. (Hattie, Visual Learning: Collaborative Efficacy 1.57)
- Continue to provide multiple PLTW Gateway courses at the middle school preparing students for CTE coursework furthering college and career readiness. (Hattie, Visual Learning: Collaborative Efficacy 1.57)
- Continue AVID implementation progress towards establishing district-wide programs. (Hattie, Visual Learning: Collaborative Efficacy 1.57)

The minimum proportionality percentage has increased from 8.8% to 9.61%. These funds are above the base grant and will be focused on the district's unduplicated student count. The minimum proportionality equates to the minimum amount of growth the state is expecting from the students who generated the supplemental grant. Supplemental concentration funds were principally directed to unduplicated pupils above the base program based on identified need and stakeholder input.

The addition of LCFF funding will allow the Rio Bravo-Greeley Union School District to increase focus on three themes while modeling Hattie's best practices:

Professional Development:

- To support implementation of Common Core in ELA and Mathematics standards, English Language Development strategies and digital learning to enhance and improve the delivery of ELA and Mathematics instruction. To improve strong first instruction along with the implementation of research-based state adopted standards instructional strategies, curriculum, intervention and enrichment (GATE) programs increasing strong first instruction.

Intervention Programs:

- Maintain Reading intervention programs in grades K-8 with priority to unduplicated students needing intervention. 100% unduplicated count participation at RBG and all unduplicated count students enrolled in at RBG until demonstration of closing the achievement gap. Continue to provide priority for Jump Start summer school program grades 2-4 and after school tutoring club. Maintain support staff to provide assistance to students who need support in social skills and behavior management strategies. With priority to unduplicated students and students with disabilities.

Parental Engagement:

- Educate parents on the importance of students being at school, present in the classroom and ready to learn. Hold quarterly parent meetings to inform parents of strategies to help their students. With priority to unduplicated students and students with disabilities. Maintain parent education trainings throughout the year for the parents to learn strategies to help their students and to help the parents learn English language skills. Access to the computer lab will be provided to students to work on homework and computer based intervention programs. With priority to unduplicated students and students with disabilities.

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

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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.
    - 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	805,842.00	700,942.57	737,858.00	805,842.00	853,381.00	2,397,081.00
NA	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental	805,842.00	700,942.57	737,858.00	805,842.00	853,381.00	2,397,081.00

* 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	805,842.00	700,942.57	737,858.00	805,842.00	853,381.00	2,397,081.00
1000-1999: Certificated Personnel Salaries	459,711.28	353,717.09	418,004.91	459,711.28	427,751.99	1,305,468.18
2000-2999: Classified Personnel Salaries	57,489.81	66,364.03	14,689.99	57,489.81	54,488.67	126,668.47
3000-3999: Employee Benefits	172,602.99	155,006.39	137,476.41	172,602.99	168,671.24	478,750.64
4000-4999: Books And Supplies	17,904.20	18,450.62	103,069.23	17,904.20	37,436.19	158,409.62
5000-5999: Services And Other Operating Expenditures	11,159.33	18,100.34	13,987.46	11,159.33	48,699.16	73,845.95
5800: Professional/Consulting Services And Operating Expenditures	86,974.39	89,304.10	50,630.00	86,974.39	116,333.75	253,938.14
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00

* 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	805,842.00	700,942.57	737,858.00	805,842.00	853,381.00	2,397,081.00
1000-1999: Certificated Personnel Salaries	Supplemental	459,711.28	353,717.09	418,004.91	459,711.28	427,751.99	1,305,468.18
2000-2999: Classified Personnel Salaries	Supplemental	57,489.81	66,364.03	14,689.99	57,489.81	54,488.67	126,668.47
3000-3999: Employee Benefits	Supplemental	172,602.99	155,006.39	137,476.41	172,602.99	168,671.24	478,750.64
4000-4999: Books And Supplies	Supplemental	17,904.20	18,450.62	103,069.23	17,904.20	37,436.19	158,409.62
5000-5999: Services And Other Operating Expenditures	Supplemental	11,159.33	18,100.34	13,987.46	11,159.33	48,699.16	73,845.95
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	86,974.39	89,304.10	50,630.00	86,974.39	116,333.75	253,938.14
Not Applicable	NA	0.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Goal						
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	330,294.00	233,234.37	338,777.76	330,294.00	267,649.10	936,720.86
Goal 2	263,688.50	267,301.14	100,627.75	263,688.50	319,911.98	684,228.23
Goal 3	211,859.50	200,407.06	298,452.49	211,859.50	265,819.92	776,131.91
Goal 4			0.00	0.00	0.00	0.00

* 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	805,842.00	700,942.57	737,608.00	805,842.00	852,381.00
NA	0.00	0.00	0.00	0.00	0.00
Supplemental	805,842.00	700,942.57	737,608.00	805,842.00	852,381.00

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	805,842.00	700,942.57	2,000.00	805,842.00	831,381.00
NA	0.00	0.00	0.00	0.00	0.00
Supplemental	805,842.00	700,942.57	2,000.00	805,842.00	831,381.00