

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)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]; 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	El Tejon Unified School District		
Contact Name and Title	Mr. Rodney Wallace Superintendent	Email and Phone	rwallace@el-tejon.k12.ca.us 661-248-6247 x3

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

El Tejon Unified School District is a unique, rural school district which is located within a wide range of areas in the mountain communities. ETUSD has teachers who serve approximately 720 students in TK through twelfth grades and consists of three schools. Frazier Park School, which serves students in pre-kindergarten through fourth grades, El Tejon School, which serves students in the fifth through eighth grades, and Frazier Mountain High School, which serves ninth through twelve grades.

Frazier Park Elementary School is located in the heart of Frazier Park, El Tejon School and the district office are located off of Interstate 5 in Lebec, and Frazier Mountain High School is located west of Interstate 5 between the towns of Gorman and Lebec. All three school sites serve the communities of: Lebec, Pinon Pines, Cuddy Valley, Lockwood Valley, Frazier Park, Lake of the Woods, Pine Mountain Club, and the western Antelope Valley, which includes Neenach. The combined population of the greater Frazier Park area served by the ETUSD is approximately 5,000. Demographics for ETUSD are as follows: English Learners – 11%, Special Education – 11%, Low Income – 67%, Foster Youth (10 students) - .01%, Spanish – 22%, White – 77%, Other – 1%.

The area served by the district is primarily small, residential communities with a diverse socio-economic spectrum. Due to limited job opportunities in the area, many parents commute north to Bakersfield (80-120 miles round-trip), or south to the Los Angeles area (80-120 miles round-trip).

At the end of the 2015-16 school year all staff, certificated and classified, worked together to develop new Student Learner Outcomes which represent what everyone is working so hard to ensure all ETUSD students graduate with.

LCAP HIGHLIGHTS

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

ETUSD showed tremendous success in multiple state and local priorities moving from the 2015-16 school year to the 2016-17 school year. Because of this, we have decided to keep the same goals and action steps as last year and continue building upon them. ETUSD is focusing on streamlining all curriculum TK – 12 with newly adopted math and ELD curriculum, along with provided district wide weekly professional development time which will allow for grade level and interdisciplinary collaboration in establishing pacing calendars and the discussion of best practices. Administrators at all school sites will also be focusing on creating district wide protocols for monitoring and providing feedback on the implementation of common core instruction, differentiated instruction based upon data analysis of CFA's and benchmarks, along with the implementation of newly created pacing calendars within all classrooms. ETUSD is working hard to streamline and unite all teachers TK – 12 in order to provide a seamless education for all students.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

El Tejon Unified had many successes within local and state priorities as well as the dashboard. We were able to maintain 100% availability to curriculum and programs for all students, providing appropriate designated EL time, and parent involvement in IEP's. There was a substantial increase in CAASPP test scores in all grade levels except grade 5 and grade 11. FMHS also saw an increased percentage of students showing college readiness as per EAP results, and graduation rate. There was an increase in perceived school safety, along with a decrease in expulsion and suspension rates. Although attendance goals were not met, there was a slight increase in attendance at each school site. ETUSD plans to continue the actions and services this coming school year in order to maintain and build upon our success.

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

GREATEST NEEDS

Parental involvement at the middle and high school level needs to increase. Baselines set this year were lower than expected. Although attendance rates did increase at all school sites, they still fell approximately 2% lower than our goals. Our dashboard ranking for 2014-15 graduation rate for all students as well as the SED and white subgroups is on orange status, however, we did raise from 81% to 94% for 2015-16. The suspension rate for the Hispanic subgroup is on orange status, and ETUSD's district wide performance indicators for English Learners is on the red status. ETUSD is planning on focusing on promoting our parent groups in order to increase participation, add a community liaison to focus on SARB and communicating with families who have attendance issues, adding multiple credit recovery programs to help with our graduation rate, and providing training on PBIS to help with suspension rates.

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

PERFORMANCE GAPS

Based on the California Dashboard reporting, ETUSD's suspension rate is yellow for "All" students, and orange for the EL and Hispanic subgroups. We are moving to a district wide PBIS model of discipline along with providing additional professional development for teachers on EL strategies to use within the classroom.

ETUSD's 2014-15 graduation rate for all students as well as the SED and white subgroups is on orange status. We are implementing a credit recovery program within the school day, as well as over summer to help increase the graduation rate and decrease the dropout rate.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

ETUSD will establish a designated teacher at each school site to monitor the progress of both EL and reclassified students, along with additional tutoring after school for EL students. ETUSD is also establishing a district community liaison to work with low income and foster families and the Family Resource Center to provide needed resources to help ensure success for all students.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year	\$9,504,405.96
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$1,625,906

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Expenditures included in the budget, but not in the LCAP include salaries and benefits for teachers, administrators, maintenance, transportation, other classified staff and substitutes. Other expenditures include supplies, utilities, repairs, insurance, and other basic operating expenditures. This description is not inclusive of the entire district budget. For more detail the public is encouraged to contact the District Office.

\$7,184,120

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 1</h2>	<p>El Tejon Unified will use state adopted curriculum to ensure academic achievement for all students.</p>
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State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Priority 1a: Basic Services: Teachers credentialed and appropriately placed: grow from 97% to 98%

Priority 1b: Basic Services Facilities:

Frazier Park School: Maintain "fair" based on the FIT Report
 El Tejon School: Maintain a "good" rating on the FIT Report
 FMHS: Maintain a "good" rating on the FIT Report

Priority 1c: Basic Services Access to curriculum:

Maintain 100% of students access to core curriculum as per William's visit report.

ACTUAL

Priority 1a: Basic Services Teachers credentialed and appropriately placed:

Percentage dropped from 97% to 93.7%

Priority 1b: Basic Services Facilities:

Frazier Park School: moved from "fair" to "good" based on FIT
 El Tejon School: Maintained a "good" rating on FIT Report
 FMHS: Maintained a "good" rating on FIT Report

Priority 1c: Basic Services:

100% of students continue to have access to core curriculum as per William's visit report.

Priority 2a: Implementation of State Standards:

Establish procedures and a process for administrators to evaluate common core implementation in classrooms.

Priority 2a: Implementation of State Standards:

Two of the three site principals received training in evaluating common core implementation and all ETUSD administrators will be using the same rubric to evaluate common core implementation in the classrooms for the 2017-18 school year.

Priority 2b: Implementation of State Standards and ELD standards for our English Learners:

Maintain 100% of EL students having at least 30 minutes designated EL time at elementary level and 45 minutes at middle and high school level. Piloting new ELD adoption with impeded ELD curriculum, and all teachers will continue to use SDAIE strategies to ensure all students have access to ELD standards.

Priority 2b: Implementation of State Standards and ELD standards for our English Learners:

100% of EL students continue to have at least 30 minutes of designated EL time at the elementary level and 45 minutes at the middle and high school level. ETUSD did pilot HMH and McGraw Hill during the 2016-17 school year which both contain imbedded ELS curriculum. All teachers continue to use SDAIE strategies to ensure all students have access to ELD standards: vocabulary previews, illustrations and visuals, graphic organizers, usage of manipulatives, print rich environment, repetition, and student engagement techniques (pair/share, survey's, etc.)

Priority 4a: Pupil Achievement: State Assessments:

ETUSD CAASPP Results (percent prof/exceed) will increase in both ELA and Math by 3% for all students.

	ELA %	Math %
Grade 3	From 23 to 26	From 22 to 25
Grade 4	From 12 to 15	From 15 to 18
Grade 5	From 21 to 24	From 7 to 10
Grade 6	From 4 to 7	From 18 to 21
Grade 7	From 21 to 24	From 26 to 29
Grade 8	From 29 to 32	From 27 to 30
Grade 11	From 58 to 61	From 18 to 21
English Learners	From 7 to 10	From 8 to 11
Low Income	From 18 to 21	From 14 to 17

CST Science

Priority 4a: Pupil Achievement

	ELA % 2015/16	Math % 2015/16
Grade 3	42 increased 19 pts	51 increased 29 pts
Grade 4	39 increased 27 pts	42 increased 27 pts
Grade 5	20 decreased 1 pt	9 increased 2 pts
Grade 6	28 increased 24 pts	16 decreased 2 pts
Grade 7	35 increased 14 pts	30 increased 4 pts
Grade 8	61 increased 32 pts	42 increased 15 pts
Grade 11	51 decreased 7 pts	15 decreased 3 pts
English Learners	17 increased 10 pts	17 increased 9 pts
Low Income	32 increased 14 pts	23 increased 9 pts

CST Science

5 th Grade	From 49 to 52	
8 th Grade	From 47 to 50	
11 th Grade	From 55 to 58	

5 th Grade	40 decreased 9 pts	
8 th Grade	61 increased 14 pts	
11 th Grade	42 decreased 13 pts	

Priority 4b: Pupil Achievement

API-N/A

Priority 4b: Pupil Achievement

API-N/A

Priority 4c: Pupil Achievement: Percentage of pupils completing a-g or CTE sequences/programs:

From 26.7% to 29.7%

Priority 4c: Pupil Achievement

Increased to 27%, but was 2.7% short of goal.

Priority 4d: Pupil Achievement: Percentage of EL pupils making progress toward English proficiency:

From 66% to 69%

Priority 4d: Pupil Achievement

Percentage of EL pupils making progress toward English proficiency: decreased from 66% to 65%

Priority 4e: Pupil Achievement: English Learner reclassification rate:

From 13.3% to 16.3%

Priority 4e: Pupil Achievement (2016/17)

Less than 5 years: 21.3%

5 Years or More: 42.3%

Priority 4f: Pupil Achievement: Percentage of pupils passing AP exam with 3 or higher:

From 23% students to 26%

Priority 4f: Pupil Achievement

CDE could not report percentage scores because less than 17 students participated in the AP exam at the end of the 2015/16 school year.

Priority 4g: Pupil Achievement: Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other):

ELA: From 10% to 13 %

Math: From 3% to 6%

Priority 4g: Pupil Achievement

ELA: increased to 51%

Math: increased to 15%

Priority 8: Other Pupil Outcomes: Local Measures:
 From 66% to 69% of incoming 9th graders will score proficient on local math placement test.
 Create benchmarks for Math within Illuminate for 2 -12.

Priority 8: Other Pupil Outcomes
 Decreased from 66% to 57%
 Benchmarks have been created district wide.

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 **1a**

Actions/Services

PLANNED
 Continue teacher collaboration time (PLC's) at Frazier Mountain High School, and extend to all school sites and grade levels to analyze benchmark data to drive instruction.

ACTUAL
 District wide PLC time was not used as anticipated during the 2016-17 school year, however, it has been officially negotiated to begin at the start of the 2017-18 school year. FMHS continued to utilize their one hour late start on Friday's for PLC's, and El Tejon School used additional yard duty time to monitor students while teacher's met in PLC's. Frazier Park School did not use additional time for teacher collaboration.

Expenditures

BUDGETED
 a. Late Start: \$30,000
 LCFF S/C
 Certificated Salaries and Benefits
 b. Subs: \$9,000
 LCFF S/C
 Certificated Salaries and Benefits

ESTIMATED ACTUAL
 a. Late Start:
 \$27,431
 LCFF S/C
 Certificated Salaries and Benefits
 b. Subs: \$1,725
 Title I
 Certificated Salaries and Benefits

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c. Yard Duty: \$3,359 LCFF S/C Classified and Certificated Subs and Benefits

Action **1b**

PLANNED A. Renew district wide data analysis system to help analyze student progress to drive intervention and instruction. (Illuminate) B. Adopt grade level assessments district wide using Illuminate.

ACTUAL A. ETUSD's data analysis system, Illuminate, was renewed to help analyze student progress to drive intervention and instruction. B. All pacing calendars with assessments are anticipated to be completed by June in grades K – 4. Math Assessments for grades 5 – 12 have been created, along with all subjects at the high school level.

Actions/Services

BUDGETED A. \$15,000 LCFF S/C Professional Services B. No Cost

ESTIMATED ACTUAL A. \$16,910 LCFF S/C Professional Services B. No Cost

Expenditures

Action **1c**

PLANNED Use PLC reflection sheets to monitor

ACTUAL PLC reflection sheets were used to monitor differentiated

Actions/Services

differentiated instruction within each classroom based upon findings in data analysis of benchmarks and CFA's.

instruction at FMHS, however a district wide model needs to be implemented for the 2017-18 school year.

Expenditures

BUDGETED
No Cost

ESTIMATED ACTUAL
No Cost

Action **1d**

PLANNED
A. Continue to provide professional development for teachers on research based instructional strategies.

B. Provide professional development for administrators on monitoring differentiated instruction.

ACTUAL
A. All teachers, district wide, received professional development on research based instructional strategies.

B. FMHS and ET's administrators received professional development on monitoring differentiated instruction. A district wide monitoring system needs to be created for the 2017-18 school year.

Actions/Services

BUDGETED
A. \$54,000
10% Title I
Professional Development

B. Educator Effectiveness
Professional Development
\$49,143

ESTIMATED ACTUAL
A. \$31,733
Title 1
Professional Development
B. \$577
Title III
C. \$20,726
Educator Effectiveness

Expenditures

Action **1e**

PLANNED
A. Implement researched based instructional strategies based on common core

ACTUAL
A. Teachers district wide have implemented research based instructional strategies based on common core

Actions/Services

instruction (Explicit and systematic instruction, verbalization of thought process, guided practice, modeling, corrective feedback, etc.)

B. Monitor implementation of researched based instructional strategies.

instruction.

B. Implementation has been monitored at each school site, however a formal district wide monitoring system needs to be created moving into the 2017-18 school year.

BUDGETED

A. No Cost
B. No Cost

ESTIMATED ACTUAL

A. No Cost
B. No Cost

Expenditures

Action **1f**

PLANNED

Continue intervention program and schedule at each grade level within the school day.

ACTUAL

Intervention programs have been put in place at ET and FMHS. Frazier Park School needs a formal program created into the schedule.

Actions/Services

BUDGETED

\$130,186
LCFF S/C
Certificated Salaries and Benefits

ESTIMATED ACTUAL

a. \$24,874
LCFF S/C
Certificated Salaries and Benefits
b. \$13,878
Title I
Certificated Salaries and Benefits

Expenditures

Action **1g**

PLANNED

Purchase and continue to use Renaissance Learning for assessment, intervention, and enrichment.

ACTUAL

Renaissance Learning was purchased for use at FP for assessment, classroom intervention, and enrichment.

Actions/Services

Expenditures	BUDGETED \$5,000 LCFF S/C Professional Services	ESTIMATED ACTUAL \$3,626 LCFF S/C Professional Services and Other Operating Expenditures
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Action **1h**

Actions/Services	PLANNED All grade levels utilize SBAC practice tests through the CDE website.	ACTUAL All grade levels district wide utilized SBAC practice tests through the CAASPP website.
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Expenditures	BUDGETED No Cost	ESTIMATED ACTUAL No Cost
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Action **1i**

Actions/Services	PLANNED Offer a summer “Bootcamp” for Title 1 students scoring not proficient on the 2015-16 CAASPP test to take place 2 weeks before the start of the 2016-17 school year.	ACTUAL Frazier Park School did offer a summer “Bootcamp” for Title 1 students scoring not proficient on the 2015-16 CASSPP exam during the first two weeks of August, and will be offering it again for students not scoring proficient on the 2016-17 CAASPP exam.
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Expenditures	BUDGETED 6,000 Title 1/ SES Certificated Salaries and Benefits	ESTIMATED ACTUAL \$8,181 Title 1/SES Certificated Salaries and Benefits
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Action **1j**

Actions/Services	PLANNED Purchase MOBYMAX, an on-line curriculum to	ACTUAL MOBYMAX was purchased to use during the summer
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use during summer bootcamp.	bootcamp.
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Expenditures	BUDGETED \$500 Title 1/SES Professional Services	ESTIMATED ACTUAL \$699 Title 1/SES Professional Services
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Action **1k**

Actions/Services	PLANNED Offer additional after school tutoring opportunities for Title 1 students not meeting standards on the CASSPP test.	ACTUAL Additional after school tutoring was offered to all students at El Tejon and FMHS.
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Expenditures	BUDGETED \$10,731 Title I/SES Certificated Salaries and Benefits	ESTIMATED ACTUAL a. \$9,224.45 LCFF S/C Certificated Salaries and Benefits b. \$2,206.47 LCFF S/C Classified Salaries and Benefits
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Action **1l**

Actions/Services	PLANNED Offer summer school for high school students to provide credit recovery opportunities and math intervention.	ACTUAL Summer school will be offered to high school students for credit recovery the last three weeks of June and math intervention three weeks in August.
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Expenditures	BUDGETED \$5,000 Title I/SES Certificated Salaries and Benefits	ESTIMATED ACTUAL \$6,000 Title 1/SES Certificated Salaries and Benefits
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Action **1m**

Actions/Services	<p>PLANNED Create the Bobcat Reading program at Frazier Park School.</p>	<p>ACTUAL Administration changed at Frazier Park School and the anticipated Bobcat Reading program was not implemented.</p>
Expenditures	<p>BUDGETED <ul style="list-style-type: none"> a. \$1,000 Title I/SES Certificated Salaries and Benefits b. \$2,000 Title I/SES Books and Supplies </p>	<p>ESTIMATED ACTUAL No Cost</p>

Action **1n**

Actions/Services	<p>PLANNED Hire a TK aide for early literacy.</p>	<p>ACTUAL Two aides for early literacy in the TK class were hired.</p>
Expenditures	<p>BUDGETED \$8,238 LCFF S/C Classified Salaries and Benefits</p>	<p>ESTIMATED ACTUAL <ul style="list-style-type: none"> a. \$6,250.00 LCFF S/C Certificated Salaries and Benefits b. \$5,761.63 Title I Classified Salaries and Benefits </p>

Action **1o**

Actions/Services	<p>PLANNED Create a separate “Junior Math Class” for those who are not advanced enough to be successful in</p>	<p>ACTUAL A “Junior Math Class” was created for those students not advanced enough to be successful in Algebra II, but need</p>
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Algebra II, but need to be in a math class to prepare for the CAASPP test.

to be in a math class to prepare for the CAASPP test.

BUDGETED

\$13,052

LCFF S/C

Certificated Salaries and Benefits

ESTIMATED ACTUAL

\$12,807

LCFF S/C

Certificated Salaries and Benefits

Expenditures

Action

1p

PLANNED

Choose a state adopted ELA curriculum to pilot for the 2016-17 school year. McGraw Hill will be piloted for K – 5, and HMH for 6 – 12.

ACTUAL

McGraw Hill’s ELD curriculum was piloted in grades TK-5, and HMH’s ELD curriculum was piloted in grades 6 – 12.

Actions/Services

BUDGETED

No Cost

ESTIMATED ACTUAL

No Cost

Expenditures

Action

1q

PLANNED

Brought back 6.5 teachers for class size reduction.

ACTUAL

ETUSD brought back 7.5 teachers for class size reduction.

Actions/Services

BUDGETED

\$438,826

LCFF S/C

Certificated Salaries and Benefits

ESTIMATED ACTUAL

a. \$463,328.68

LCFF S/C

Certificated Salaries and Benefits

b. \$55,512.32

Title I/II

Certificated Salaries and Benefits

Expenditures

Action

1r

Actions/Services	PLANNED Provide additional after school tutoring for EL	ACTUAL After school tutoring was offered to all students at ET and FMHS.
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Expenditures	BUDGETED \$5,100 Title III Certificated Salaries and Benefits	ESTIMATED ACTUAL NA
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Action **1s**

Actions/Services	PLANNED PILOT new ELD program. (McGraw Hill and HMM)	ACTUAL These programs were piloted.
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Expenditures	BUDGETED No Cost	ESTIMATED ACTUAL No Cost
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Action **1t**

Actions/Services	PLANNED Create a stipend for a district EL coordinator to help monitor progress of EL and reclassified students.	ACTUAL A teacher was paid hourly to work on EL coordination.
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Expenditures	BUDGETED \$10,000 LCFF S/C Certificated Salaries and Benefits	ESTIMATED ACTUAL \$4,660.94 Title III Certificated Salaries and Benefits
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Action **1u**

Actions/Services	PLANNED Continue EL program at each school site. Students will be placed in appropriate programs to help in areas of struggle (tutoring, RTI,	ACTUAL All EL students receive an additional 30 minutes a day of EL instruction in grades K – 5 within the classroom, and all
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	intervention classes, etc.)	EL students in grades 6 – 12 have an additional period during the day of designated EL instruction.
Expenditures	<p>BUDGETED</p> <p>\$35,107</p> <p>LCFF S/C</p> <p>Certificated Salaries and Benefits</p>	<p>ESTIMATED ACTUAL</p> <p>a. \$98,454.31</p> <p>LCFF S/C</p> <p>Certificated Salaries and Benefits</p> <p>b. \$19,190.69</p> <p>Title I</p> <p>Certificated Salaries and Benefits</p>

Action **1v**

Actions/Services	<p>PLANNED</p> <p>Teachers use ELD strategies within all classes.</p>	<p>ACTUAL</p> <p>All teachers use ELD SDAIE strategies within all classes.</p>
Expenditures	<p>BUDGETED</p> <p>No Cost</p>	<p>ESTIMATED ACTUAL</p> <p>No Cost</p>

Action **1w**

Actions/Services	<p>PLANNED</p> <p>Create a stipend to help communicate with families to help with attendance.</p>	<p>ACTUAL</p> <p>An administrator filled this stipend role.</p>
Expenditures	<p>BUDGETED</p> <p>\$10,000</p> <p>LCFF S/C</p> <p>Certificated Salaries and Benefits</p>	<p>ESTIMATED ACTUAL</p> <p>\$11,635.38</p> <p>LCFF S/C</p> <p>Certificated Salaries and Benefits</p>

Action **1x**

Actions/Services	<p>PLANNED</p> <p>Provide families and caregivers with information on resources available through the Family Resource Center.</p>	<p>ACTUAL</p> <p>All families and caregivers were provided with flyers informing them of everything available through the Family Resource Center.</p>
Expenditures	<p>BUDGETED</p> <p>No Cost</p>	<p>ESTIMATED ACTUAL</p> <p>No Cost</p>

Action **1y**

Actions/Services	<p>PLANNED</p> <p>Refer struggling students to SAT teams and continue to hold follow up SAT's for previously referred students.</p>	<p>ACTUAL</p> <p>Struggling students at all grade levels are referred to the school's SAT team.</p>
Expenditures	<p>BUDGETED</p> <p>\$4,000 LCFF S/C Certificated Salaries and Benefits</p>	<p>ESTIMATED ACTUAL</p> <p>a. \$4,035.12 LCFF S/C Stipends- Certificated Salaries and Benefits</p> <p>b. \$3,046.16 LCFF S/C Subs - Certificated Salaries and Benefits</p>

Action **1z**

Actions/Services	<p>PLANNED</p> <p>Create a separate position for a lead teacher to work specifically with teachers in creating and aligning pacing charts in mathematics and monitoring the ELA pilot.</p>	<p>ACTUAL</p> <p>A lead teacher was in place from August of 2015 – December of 2015 to work with teachers in creating and aligning pacing charts in mathematics. This person did not monitor the ELA pilot.</p>
Expenditures	<p>BUDGETED</p> <p>\$49,725 LCFF Base</p>	<p>ESTIMATED ACTUAL</p> <p>\$48,569.18 LCFF Base</p>

Certificated Salaries and Benefits

Certificated Salaries and Benefits

Action **1aa**

Actions/Services	<p>PLANNED Continuous support for teachers in instructional strategies aligned to common core.</p>	<p>ACTUAL Teachers are provided with continues support in common core instructional strategies.</p>
Expenditures	<p>BUDGETED No Cost</p>	<p>ESTIMATED ACTUAL No Cost</p>

Action **1bb**

Actions/Services	<p>PLANNED El Tejon and Frazier Park teachers will create pacing guides and develop benchmarks aligned to common core in math during district wide professional development time.</p>	<p>ACTUAL All pacing calendars with assessments are anticipated to be completed by June in grades K – 4. Math Assessments for grades 5 – 12 have been created, along with all subjects at the high school level.</p>
Expenditures	<p>BUDGETED No Cost</p>	<p>ESTIMATED ACTUAL No Cost</p>

Action **1cc**

Actions/Services	<p>PLANNED FMHS teachers will create pacing guides and develop benchmarks aligned to common core in math, science, and social science during district wide professional development time.</p>	<p>ACTUAL Pacing guides and benchmarks have been developed for all core subject areas at FMHS.</p>
Expenditures	<p>BUDGETED No Cost</p>	<p>ESTIMATED ACTUAL No Cost</p>

Action **1dd**

Actions/Services	<p>PLANNED Monitor and provide feedback to teachers on common core implementation.</p>	<p>ACTUAL All grade levels monitor common core implementation, however a district wide process needs to be created and put in place.</p>
Expenditures	<p>BUDGETED No Cost</p>	<p>ESTIMATED ACTUAL No Cost</p>

Action **1ee**

Actions/Services	<p>PLANNED Use higher level vocabulary associated with higher level of thinking in every classroom.</p>	<p>ACTUAL All grade levels use appropriate vocabulary associated with higher level of thinking.</p>
Expenditures	<p>BUDGETED No Cost</p>	<p>ESTIMATED ACTUAL No Cost</p>

Action **1ff**

Actions/Services	<p>PLANNED Begin hands on project based learning methods across the board.</p>	<p>ACTUAL Project based learning methods are being utilized within science classes at ET and FMHS.</p>
Expenditures	<p>BUDGETED \$2,000 LCFF Base Books and Supplies</p>	<p>ESTIMATED ACTUAL \$4,118.43 Lottery Books and Supplies</p>

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 for this goal were generally implemented as planned with a few exceptions: (Action 1a) FMHS and ET implemented PLC collaboration time, but Frazier Park School did not. The district has negotiated district wide collaboration time moving into the 2017-18 school year. (Action 1B) The goal was to have district wide assessments created by the end of the 2016-17 school year. We fell short of this goal. Pacing guides in ELA still need to be created. The district wide collaboration time will give teachers the needed time to complete this goal by the end of 2018. (Action 1C) PLC reflection sheets have only been used at FMHS at this point. Administration will create and implement a district wide reflection sheet moving into the 2017-18 school year. (Actions 1d and 1e) Administration received training in monitoring the implementation of common core and differentiated instruction this year, and a district wide monitoring system will be implemented moving into the 2017-18 school year. (Action 1f) FMHS and ET have embedded intervention time built into the school day. Frazier Park School will create a similar intervention schedule for the 2017-18 school year. (Actions 1g – 1J) Have all been fully implemented. (Action 1k) After school tutoring was offered at both ET and FMHS, but due to lack of teacher response, tutoring was not offered at Frazier Park School. The new administrator at FP will begin recruiting teachers for after school tutoring this year. (Actions 1l – 1ff) have been fully implemented.

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

Actions 1g – 1J and 1l- 1ff were deemed effective due to the significant increase in students scoring proficient in both math and ELA in all grade levels except: grade 5 and grade 11. Actions 1a – 1f all revolved around the creation of common core aligned pacing calendars and benchmarks along with a system for administration to monitor and provide feedback to teacher's on instructional strategies aligned to the common core standards. ETUSD did advance with these actions, but more time is needed to fully implement everything. Actions related to pupil achievement at the high school level, as well as EL support also need to be revisited due to low percentages in state priorities: 4c, 4d, 4e, 4f, and 4g. ETUSD also received the color "red" for EL student achievement on the dashboard.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

ETUSD's budgeted expenditures were approximately \$708,409, and ended up spending approximately \$688,500.53. This difference in approximately \$20,000 was largely due to FMHS only offering one period of intervention within the school day instead of two.

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.

Due to the success in multiple state and local priorities, ETUSD has decided to keep Goal #1 the same and continue building upon our successes by adding a math summer school program at the high school level along with credit recovery to help address 11th grade math scores, provide district wide professional development time to ensure the creation of pacing calendars for each grade level and subject area, along with providing addition EL PD to help address our low reclassification rate, offering additional after school tutoring for EL students to get more one on one help outside of the school wide tutoring, and creating a district wide monitoring system used by all administrators to provide feedback to teachers on the implementation of common core curriculum, strategies, and pacing calendars at all grade levels. Due to a change in administration at Frazier Park School, the previous strategy to create a "Bobcat Reading" program was taken out of the plan.

Goal 2

ETUSD will continue to improve the climate of all schools in order to improve student and parent engagement every day.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Priority 3a: Parental Involvement: *Efforts to seek parent input in making decisions for district and sites:* Maintain quarterly ELAC and School Site Council meetings. Establish baseline data for the number of parents that attend back to school night at all district schools with sign in sheets.

Priority 3b: Parental Involvement: *District promotes participation of parents of unduplicated students:* Maintain quarterly ELAC meetings. Schedule a reclassification informational meeting for all EL parents in the first semester of the school year. Establish baselines of participating parents with sign in sheets.

Priority 3c: Parental Involvement: *District promotes participation of parents of students with exceptional needs:* 100% of parents will continue to be invited and attend all scheduled initial, annual,

ACTUAL

Priority 3a: Parental Involvement
ETUSD continued quarterly ELAC and School Site Council meetings and established a DAC. Baseline data was established for attendance at back to school nights:
Frazier Park School: 66%
El Tejon: 45%
FMHS: 18%

Priority 3b: Parental Involvement
ETUSD has maintained quarterly ELAC meetings and held an informational meeting for all EL parents before the first ELAC meeting. Baseline percentages is 5%.

Priority 3c: Parental Involvement
ETUSD maintained 100% of parents were invited and attended all scheduled initial, annual, triennial, and needed

triennial, and needed IEP meetings as evidenced by invitations. 100% of parents will continue to be invited and attend all scheduled 504 meetings as evidenced by invitations

IEP and 504 meetings as evidenced by invitations.

Priority 5a: Pupil Engagement: School Attendance Rates:

Overall District Rate: 92.87% to 95.87%
Frazier Park: 93.19% to 97.19%
El Tejon School: 93.95% to 96.95%
FMHS: 91.76% to 94.76%

Priority 5a: Pupil Engagement:

Overall District Rate: increased to 93.765%
(2 pts short of goal)
Frazier Park: increased to 94.398%
(2.7% short of goal)
El Tejon: increased to 94.614%
(2.33% short of goal)
FMHS: increased to 92.491%
(2.25 short of goal)

Priority 5b: Pupil Engagement: Chronic absenteeism Rate: Decrease from 29.26% to 26.26%

Priority 5b: Pupil Engagement:
Stayed constant at 29.26

Priority 5c: Pupil Engagement: Middle School dropout rate:
Stay consistent at 0%

Priority 5c: Pupil Engagement
ETUSD stayed consistent at 0%

Priority 5d: Pupil Engagement: High School dropout rate:
Decrease from 18.1% to 15.1%

Priority 5d: Pupil Engagement
Decreased to 5.8%

Priority 5e: Pupil Engagement: High School graduation rate:
Increase from 81.9% to 84.9%

Priority 5e: Pupil Engagement
Increased to 94.2%

Priority 6a: Pupil Suspension Rate:
Decrease from 7% to 6%

Priority 6a: Pupil Suspension Rate:
Decreased to 3.4%

Priority 6b: Pupil Expulsion Rate:

Decrease from 0.39% to 0.34%

Priority 6b: Pupil Expulsion Rate:

Decreased to .1%

Priority 6c: Other local measure on sense of safety and school connectedness:

Perceived safety at school will increase 3% in both 7th grade and 9th/11th grade based on the California Healthy Kids Survey.

7 th Grade	Increase from 48% to 51%
9 th /11 th Grade	Increase from 67% to 70%

Priority 6c: Other local measure on sense of safety and school connectedness:

Perceived safety at school based on the California Healthy Kids Survey.

7 th Grade	Increased to 62%
9 th /11 th Grade	Increased to 72%

Priority 7a: Course Access: Extent to which pupils have access to and are enrolled in a broad course of study:

Maintain the newly created master schedule. Maintain a broad course of study that is offered to all students as cores subject areas are taught.

Priority 7a: Course Access

ETUSD has maintained the master schedule which offers a broad course of study to all students as core subject areas are taught.

Priority 7b: Course Access: Extent to which pupils have access and are enrolled in programs and services for unduplicated pupils:

100% of unduplicated pupils are provided with programs and services based on state standards and student needs as indicated by local assessment data.

Priority 7b: Course Access

100% of unduplicated pupils continue to be provided with programs and services based on state standards and student needs as indicated by local assessment data.

Priority 7c: Course Access: Extent to which pupils have access and are enrolled in programs and services for unduplicated pupils:

100 % of students with exceptional needs are provided programs and services are based on IEP, state standards, and student needs as indicated by local assessment data.

Priority 7c: Course Access

100% of students with exceptional needs continue to be provided programs and services based on IEP, state standards, and student needs as indicated by local assessment data.

Action **2a**

Actions/Services	<p>PLANNED Continue stipend position of running a new SARB board for the district and acting as a community liaison to work with families on attendance issues.</p>	<p>ACTUAL An administrator has full filled this stipend position. A full functioning SARB board is expected to be in place for the 2017-18 school year.</p>
Expenditures	<p>BUDGETED \$10,000 LCFF S/C Certificated Salaries and Benefits Same as Goal #1</p>	<p>ESTIMATED ACTUAL \$11,635.38 Certificated Salaries and Benefits Same as Goal #1</p>

Action **2b**

Actions/Services	<p>PLANNED Continue implementation of attendance incentives at all school sites.</p>	<p>ACTUAL Attendance incentives are implemented at all school sites.</p>
Expenditures	<p>BUDGETED No Cost</p>	<p>ESTIMATED ACTUAL No Cost</p>

Action **2c**

Actions/Services	<p>PLANNED Continue clubs and programs after school and during the day for students to participate in.</p>	<p>ACTUAL After school sports (grades 5 – 12) and clubs (district wise) are fully funded by the district.</p>
Expenditures	<p>BUDGETED a. \$39,000 LCFF Base Travel b. \$41,000 LCFF Base</p>	<p>ESTIMATED ACTUAL a. \$64,574.10 LCFF Base (Sports Stipends) Certificated Salaries and Benefits b. \$59,264.00 (Sports Travel)</p>

<p>Certificated Salaries and Benefits</p> <p>c. \$44,581.28 LCFF S/C Certificated Salaries and Benefits</p>

<p>LCFF Base Services and Other Operating Expenditures</p> <p>c. \$8,498.23 LCFF S/C (Travel) Services and Other Operating Expenditures</p> <p>d. \$30,686 LCFF S/C (Club Stipends) Certificated Salaries and Benefits</p>

Action **2d**

Actions/Services	<p>PLANNED</p> <p>Continue master schedule that allows more students to participate in all subject areas.</p>	<p>ACTUAL</p> <p>Master schedule in grades 6 – 12 has been created to allow more students to participate in all subject areas. (6th period elective wheel at ET, and additional period during the day for electives at FMHS)</p>
	<p>BUDGETED</p> <p>\$149,538.62 LCFF S/C Certificated Salaries and Benefits</p>	<p>ESTIMATED ACTUAL</p> <p>a. \$182,603.89 LCFF S/C Certificated Salaries & Benefits</p> <p>b. \$9,893.11 Title I Certificated Salaries & Benefits</p>
Expenditures		

Action **2e**

Actions/Services	<p>PLANNED</p> <p>Continue the implementation of a School-Parent Compact for Achievement.</p>	<p>ACTUAL</p> <p>School-Parent Compact for Achievement is implemented district wide.</p>
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Expenditures	BUDGETED No Cost	ESTIMATED ACTUAL No Cost
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Action **2f**

Actions/Services	PLANNED Send out Robocalls to parents when kids are absent.	ACTUAL Robocalls are used district wide to inform parents of important upcoming events and alert them of absences.
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Expenditures	BUDGETED \$1,300 LCFF S/C Professional Services	ESTIMATED ACTUAL No Cost – Cost is included in Illuminate
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Action **2g**

Actions/Services	PLANNED Continue the communication tool to inform parents of the importance of attendance.	ACTUAL Parents were continuously informed of the importance of attendance through school newsletters.
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Expenditures	BUDGETED No Cost	ESTIMATED ACTUAL No Cost
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Action **2h**

Actions/Services	PLANNED Continue various ways for students to report bullying incidents.	ACTUAL All school sites have multiple ways for students to report bullying incidents, including an anonymous on-line method.
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Expenditures	BUDGETED No Cost.	ESTIMATED ACTUAL No Cost
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Action **2i**

Actions/Services	PLANNED SAT meeting implemented at all school sites.	ACTUAL SAT team and process is implemented at all school sites.
	BUDGETED No Cost	ESTIMATED ACTUAL No Cost

Action **2j**

Actions/Services	PLANNED ETUSD will set up a schedule for Saturday school's to help reclaim lost ADA due to absences.	ACTUAL ETUSD held four Saturday school's to help reclaim lost ADA due to absences. Approximately \$28,000 of ADA was reclaimed.
	BUDGETED a. \$8,533 LCFF Base Certificated Salaries and Benefits b. \$5,467 LCFF Base Classified Salaries and Benefits	ESTIMATED ACTUAL a. \$5,378.20 LCFF Base Certificated Salaries and Benefits b. \$1,715.24 LCFF Base Classified Salaries and Benefits

Action **2k**

Actions/Services	PLANNED Continue collaboration schedule between high school ASB/SSA and middle school students.	ACTUAL A more regular collaboration schedule between high school and middle school students needs to be developed.
	BUDGETED No Cost	ESTIMATED ACTUAL No Cost

Action **2l**

Actions/Services	<p>PLANNED Continue student of the month and awards ceremonies at all sites.</p>	<p>ACTUAL Student of the month awards ceremonies are fully implemented at FP and ET, but need to be celebrated on a higher level at FMHS.</p>
Expenditures	<p>BUDGETED No Cost</p>	<p>ESTIMATED ACTUAL No Cost</p>

Action **2m**

Actions/Services	<p>PLANNED We will continue to use the SARB Board to work with families to create strategies based on individual need to reduce truancy.</p>	<p>ACTUAL The SARB Board will be fully implemented and functional moving into the 2017-18 school year.</p>
Expenditures	<p>BUDGETED No Cost</p>	<p>ESTIMATED ACTUAL \$11,635.38 LCFF S/C Certificated Salaries and Benefits Same as Goal #1</p>

Action **2n**

Actions/Services	<p>PLANNED Will implement a credit recovery program for high school students during the summer and one period within the school day in order to improve the high school dropout rate.</p>	<p>ACTUAL Credit recovery program will be implemented the first three weeks after school gets out in order to improve the high school dropout rate.</p>
Expenditures	<p>BUDGETED \$7,000 Title 1/SES Certificated Salaries and Benefits</p>	<p>ESTIMATED ACTUAL a. \$4,112.00 (From Goal #1) Title 1/SES Certificated Salaries and Benefits</p>

	b. \$29,018 LCFF S/C Certificated Salaries and Benefits
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Action **20**

Actions/Services

PLANNED FMHS will hire a PE aide to help secure the locker rooms, gym, and parking lot areas.	ACTUAL FMHS did hire a PE aide to help secure the area.
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Expenditures

BUDGETED \$11,000 LCFF S/C Certificated Salaries and Benefits	ESTIMATED ACTUAL \$6,924 Title I Certificated Salaries and Benefits
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ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	All action steps within goal 2 have been fully implemented with the exception of one. (Action 2k) we set the goal of establishing a set schedule for middle and high school students to collaborate in ASB and Safe School Ambassadors, but that was not accomplished this year. The administrators will work together to establish a set schedule moving into the 2017-18 school year before hand in order to create success.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	All action steps proved to be effective due to all state and local priorities within this goal showing improvement. Although attendance percentage rates did not see a 3% increase at all three school sites, they did improve at all three school sites. Chronic absenteeism stayed constant, but dropout, suspension, and expulsion rates all decreased while graduation rate saw a drastic increase. Perceived safety in grades 7, 9, and 11 also increased more than expected. Course access and availability to all students has also stayed constant at 100%.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	ETUSD planned to spend approximately \$206,419.90 on goal number two. We ended up spending approximately \$261,520.09; a total of \$55,100.19 more. This was primarily due to a larger number of teachers at the high school teaching additional periods or prep's outside of their negotiated contracts, so a larger number of stipends were paid out.
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.	Due to the success in local and state priorities, ETUSD has decided to keep Goal #2 the same and continue building upon it. The position for the new community liaison/SARB coordinator was created late in the 2016-17 school year, so it is hoped that having it established from the start of the 2017-18 school year will help truancy issues on a larger scale, along with establishing a set collaboration schedule between junior high and high school Safe School Ambassador's programs, will in turn help the culture and climate at ET and FMHS.

Stakeholder Engagement

LCAP Year

2017-18 2018-19 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?

August/September

1. Held meeting with administrators to review approved LCAP goals to assure alignment within school site plans.

September/March

2. Held multiple administrative meetings each Tuesday to discuss progress on LCAP.
3. Reviewed progress on LCAP in Staff, Student, Parent, and Community meetings: School Site Councils, DAC's and ELAC/DLAC, to gain input from all stakeholders.

April

6. Held informal meetings with students to gain input. April 20th – 24th
7. Held parent/community meetings and School Site Council's for all school sites. April 28, 2016
Sharing survey data and progress on goals from 2017 LCAP.

April/May

8. Revise draft of LCAP May 5, 2017
9. Held administrator's meeting to discuss final LCAP goals, district progress, and ideas for the 2017-18 school year. May 30, 2017

June

10. Presented LCAP information to all certificated and classified staff to gain input. June 9, 2017.
11. Sent copy of LCAP to Monica Darling and Angela Whitham to provide and go over LCAP plan. June 5, 2017
12. Gain input from both bargaining units: CTA and CSEA. June 8, 2017
13. Revise draft with input from CTA and CSEA June 9, 2017
14. Held district wide staff informational LCAP meeting to gain input from all certificated staff. June 9, 2017
14. Make draft available to public for viewing. June 12, 2017
15. Take draft to public hearing. June 15, 2017
16. Adjust draft with input from public hearing. June 16, 2017
17. Board approval June 16, 2017
18. Send to KCSOS June 23, 2017

IMPACT ON LCAP AND ANNUAL UPDATE

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

1. Principals discussed ideas of how each school site would support the LCAP goals.
2. LCAP was reviewed at least monthly to discuss progress at each school site in accomplishing specific goals.
3. LCAP was discussed at each of these meetings. DLAC committee suggested purchasing a complete separate EL curriculum for teachers to use and offer after school tutoring at Frazier Park School as well. Teachers suggested using money to purchase more materials for hands-on experiences within the classrooms to support common core in all areas.
6. Students were very happy with the direction everything is going, and very happy to have Drama back. Students feel safe and secure at school.
7. Input given: can we begin providing additional opportunities for upper level students to keep them engaged and prepared for success? Teachers are still asking for more chrome books at ET and FP. Although it's getting better, we still need to continue educating parents about the importance of attendance. Where are we in the SARB process? Can we link sports participation with attendance? Need more collaboration between ET and FMHS with ASB and SSA. Need more academic recognition at FMHS. Ideas to increase attendance: return to tying attendance to passing classes, start a T/K class orientation and educate new parents, reach out and re-educate parents, create family atmosphere where students take ownership, be consistent at all schools with attendance expectations. Teachers would like to see funds going to help pay for Camp KEEP and non-academy field trips. High school counselor suggested funds be used to help cover the cost of suicide prevention and safe school ambassadors training.
8. Plan was revised using suggestions from previous meetings in both goals 1 and 2.
10. Bring back the SARB board. Need to re-establish collaboration between ET and FMHS SSA and ASB. Look into bringing on additional campus supervision to ET.

All questions and comments given by the ELAC/DLAC and PAC/DAC were answered in writing by the superintendent.

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.

New Modified X Unchanged

Goal 1

El Tejon Unified will use state adopted curriculum to ensure academic achievement for all students.

State and/or Local Priorities Addressed by this goal:

STATE X 1 X 2 3 X 4 5 6 7 X 8
 COE 9 10
 LOCAL _____

Identified Need

ETUSD needs to improve in our reclassification rate of EL students, 5th and 11th grade CAASPP scores, math scores district wide, percentage of students taking AP exams, and percent of students scoring Algebra ready on the 9th grade math placement exam.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1a: Basic Services: Teachers credentialed and appropriately placed.	93.7%	Increase from 93.7% to 96.7%	Increase from 96.7% to 99.7%	Increase from 99.7% to 100%
Priority 1b: Basic Services Facilities	All school sites "good" based on FIT report	All three school sites maintain "good" rating based on FIT report	All three school sites maintain "good" rating based on FIT report	All three school sites maintain "good" rating based on FIT report
Priority 1c: Basic Services Access to Curriculum	100% of students have access to core curriculum as per William's visit report.	Maintain 100% of students have access to core curriculum as per William's visit report	Maintain 100% of students have access to core curriculum as per William's visit report	Maintain 100% of students have access to core curriculum as per William's visit report
Priority 2a: Implementation of State Standards	Establishing baseline	Improve established baseline by 3%.	Raise baseline an additional 3%.	Raise baseline an additional 3%.

Priority 2b:
Implementation of State Standards in ELD standards for English Learners

Maintain 100% of EL students having at least 30 minutes designated EL time at elementary level and 45 minutes at middle and high school level. All teachers will continue to use SDAIE strategies to ensure all students have access to ELD standards.

Maintain 100% of EL students having at least 30 minutes designated EL time at elementary level and 45 minutes at middle and high school level. ELD curriculum with embedded ELD standards adopted for grades K – 5. All teachers will continue to use SDAIE strategies to ensure all students have access to ELD standards.

Maintain 100% of EL students having at least 30 minutes designated EL time at elementary level and 45 minutes at middle and high school level. ELD curriculum with embedded ELD standards adopted for grades 6 – 8. All teachers will continue to use SDAIE strategies to ensure all students have access to ELD standards.

Maintain 100% of EL students having at least 30 minutes designated EL time at elementary level and 45 minutes at middle and high school level. ELD curriculum with embedded ELD standards adopted for grades 9 – 12. All teachers will continue to use SDAIE strategies to ensure all students have access to ELD standards.

Priority 4a: Pupil Achievement: State Assessments

	ELA%	Math %
Grade 3	42	51
Grade 4	39	42
Grade 5	20	9
Grade 6	28	16
Grade 7	35	30
Grade 8	61	42
Grade 11	51	15
EL's	17	17
Low Income	32	23

	ELA%	Math %
Grade 3	From 42 to 45	From 51 to 54
Grade 4	From 39 to 42	From 42 to 45
Grade 5	From 20 to 23	From 9 to 12
Grade 6	From 28 to 31	From 16 to 19
Grade 7	From 35 to 38	From 30 to 33
Grade 8	From 61 to 64	From 42 to 45
Grade 11	From 51 to 54	From 15 to 18
EL's	From 17 to 20	From 17 to 20
Low	From 32 to 35	From 23 to 26

	ELA%	Math %
Grade 3	From 45 to 48	From 54 to 57
Grade 4	From 42 to 45	From 45 to 48
Grade 5	From 23 to 26	From 12 to 15
Grade 6	From 31 to 34	From 19 to 22
Grade 7	From 38 to 41	From 33 to 36
Grade 8	From 64 to 67	From 45 to 48
Grade 11	From 54 to 57	From 18 to 21
EL's	From 20 to 23	From 20 to 23
Low	From 35 to 38	From 26 to 29

	ELA%	Math %
Grade 3	From 48 to 51	From 57 to 60
Grade 4	From 45 to 48	From 48 to 51
Grade 5	From 26 to 29	From 15 to 18
Grade 6	From 34 to 37	From 22 to 25
Grade 7	From 41 to 44	From 36 to 39
Grade 8	From 67 to 70	From 48 to 51
Grade 11	From 57 to 60	From 21 to 24
EL's	From 23 to 26	From 23 to 26
Low Income	From 38 to 41	From 29 to 32

Priority 4b: Pupil Achievement

API-N/A

API-N/A

API-N/A

API-N/A

Priority 4c: Pupil Achievement: Percentage of pupils completing a-g or CTE sequences/programs:

27%

From 27% to 30%

From 30% to 33%

From 33% to 36%

Priority 4d: Pupil Achievement: Percentage of EL pupils making progress toward

65%

From 65% to 68%

From 68% to 71%

From 71% to 74%

English proficiency.				
Priority 4e: Pupil Achievement: EL reclassification rate:	Less than 5 Years: 21.3% 5 Years or more: 42.3%	Less than 5 Years: 23% 5 Years or more: 44%	Less than 5 Years: 25% 5 Years or more: 46%	Less than 5 Years: 27% 5 Years or more: 48%
Priority 4f: Pupil Achievement: Percentage of pupils passing AP exam with 3 or higher.	23%	Increase number of students taking the AP exam to over 17 in order to receive a reported percentage rate. Increase from 23% - 26%	Increase number of students taking the AP exam to over 17 in order to receive a reported percentage rate. Increase from 26% - 29%	Increase from 29% to 32%
Priority 4g: Pupil Achievement: Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other):	ELA: 51% Math: 15%	ELA: from 51% to 54% Math: from 15% to 18%	ELA: from 54% to 57% Math: from 18% to 21%	ELA: from 57% to 60% Math: from 21% to 24%
Priority 8: Other Pupil Outcomes: Local Measures: Students scoring Algebra Ready coming into high school on local assessment test.	57%	From 57% to 60%	From 60% to 63%	From 63% to 66%

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 **1-1**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Teachers will collaborate both inter disciplinary and within grade levels/ subject areas during negotiated district wide collaboration time on Wednesday afternoons.	Teachers will continue to collaborate both inter disciplinary and within grade levels/ subject areas during negotiated district wide collaboration time on Wednesday afternoons.	Teachers will continue to collaborate both inter disciplinary and within grade levels/ subject areas during negotiated district wide collaboration time on Wednesday afternoons.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <p>a. \$196,728 b. \$12,955</p> <p>Source</p> <p>a. LCFF S/C b. Title I</p>	<p>Amount</p> <p>a. \$200,075 b. \$13,416</p> <p>Source</p> <p>a. LCFF S/C b. Title I</p>	<p>Amount</p> <p>a. \$209,363 b. \$13,894</p> <p>Source</p> <p>a. LCFF S/C b. Title I</p>

Budget Reference

- a. Certificated Salaries and Benefits
- b. Certificated Salaries and Benefits

Budget Reference

- a. Certificated Salaries and Benefits
- b. Certificated Salaries and Benefits

Budget Reference

- a. Certificated Salaries and Benefits
- b. Certificated Salaries and Benefits

Action 1-2

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

Students to be Served

- All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

- All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

- English Learners Foster Youth Low Income

Scope of Services

- LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

- All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Renew Illuminate, ETUSD's district wide data analysis program to help analyze student progress in order to drive intervention and instruction.

2018-19

New Modified Unchanged

Renew Illuminate, ETUSD's district wide data analysis program to help analyze student progress in order to drive intervention and instruction.

2019-20

New Modified Unchanged

Renew Illuminate, ETUSD's district wide data analysis program to help analyze student progress in order to drive intervention and instruction.

BUDGETED EXPENDITURES

2017-18

Amount \$14,510

Source LCFF S/C

2018-19

Amount \$14,510

Source LCFF S/C

2019-20

Amount \$14,510

Source LCFF S/C

Budget Reference

Services and Other Operating Expenditures

Budget Reference

Services and Other Operating Expenditures

Budget Reference

Services and Other Operating Expenditures

Action 1-3

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

X New Modified Unchanged

New Modified X Unchanged

New Modified X Unchanged

Offer additional in-depth training in using Illuminates features to create benchmarks and data analysis charts by our technology coordinator.

Continue to offer additional in-depth training in using Illuminates features to create benchmarks and data analysis charts as determined by teachers and administration.

Continue to offer additional in-depth training in using Illuminates features to create benchmarks and data analysis charts as determined by teachers and administration.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount No Cost

Amount No Cost

Amount No Cost

Source NA

Source NA

Source NA

Budget NA

Budget NA

Budget NA

Reference

Reference

Reference

Action **1-4**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
New Modified X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged
Create and adopt grade level pacing guides and assessments district wide using Illuminate.	Make needed modifications to grade level assessments and pacing guides based upon data analysis.	Make needed modifications to grade level assessments and pacing guides based upon data analysis.

BUDGETED EXPENDITURES

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

Reference

Reference

Reference

Action 1-5

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Create and implement district wide PLC reflection sheet to monitor differentiated instruction and intervention within each classroom based upon findings in data analysis of district wide benchmarks and CFA's.

2018-19

New Modified Unchanged

Continue to implement district wide PLC reflection sheet to monitor differentiated instruction and intervention within each classroom based upon findings in data analysis of district wide benchmarks and CFA's.

2019-20

New Modified Unchanged

Continue to implement district wide PLC reflection sheet to monitor differentiated instruction and intervention within each classroom based upon findings in data analysis of district wide benchmarks and CFA's.

BUDGETED EXPENDITURES

2017-18

Amount

2018-19

Amount

2019-20

Amount

Source	NA	Source	NA	Source	NA
Budget Reference	NA	Budget Reference	NA	Budget Reference	NA

Action **1-6**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
New Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to provide needed professional development for teachers on researched based instructional strategies determined by teachers and administration including: ELD instructional strategies, data analysis, professional learning communities, implementation of newly adopted ELA curriculum district wide.	Continue to provide needed professional development for teachers on researched based instructional strategies determined by teachers and administration.	Continue to provide needed professional development for teachers on researched based instructional strategies determined by teachers and administration.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
---------	---------	---------

Amount	A. \$31,733 B. \$577 C. \$20,726	Amount	\$25,000	Amount	\$25,000
Source	A. Title I B. Title III C. Educator Effectiveness	Source	Title I	Source	Title I
Budget Reference	A. Services and Other Expenditures B. Services and Other Expenditures C. Services and Other Expenditures	Budget Reference	A. Services and Other Expenditures B. Services and Other Expenditures C. Services and Other Expenditures	Budget Reference	A. Services and Other Expenditures B. Services and Other Expenditures C. Services and Other Expenditures

Action **1-7**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18				2018-19				2019-20			
New	Modified	X	Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified	X	Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified	X	Unchanged

Implement researched based instructional strategies based on common core instruction. (Explicit and systematic instruction, verbalization of thought process, guided practice, modeling, corrective feedback, etc.)

Continue to Implement researched based instructional strategies based on common core instruction.

Continue to Implement researched based instructional strategies based on common core instruction.

BUDGETED EXPENDITURES

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

Action **1-8**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged <input type="checkbox"/>	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged <input type="checkbox"/>	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged <input type="checkbox"/>
Create district wide tool to monitor the implementation of researched based instructional strategies in all classrooms	Continue to use district wide tool to monitor the implementation of researched based	Continue to use district wide tool to monitor the implementation of researched based instructional

K – 12.	instructional strategies in all classrooms K – 12.	strategies in all classrooms K – 12.
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BUDGETED EXPENDITURES

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

Action **1-9**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue intervention program and schedule at each grade level at FMHS and El Tejon, and implement an intervention schedule at Frazier Park School (did not	Continue intervention program and schedule in all grade levels district wide.	Continue intervention program and schedule in all grade levels district wide.

implement last school year.)

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount A. \$26,514 B. \$14,964	Amount A. \$27,348 B. \$15,601	Amount A. \$28,691 B. \$16,253
Source A. LCFF S/C B. Title I	Source A. LCFF S/C B. Title I	Source A. LCFF S/C B. Title I
Budget Reference A. Certificated Salaries and Benefits B. Certificated Salaries and Benefits	Budget Reference A. Certificated Salaries and Benefits B. Certificated Salaries and Benefits	Budget Reference A. Certificated Salaries and Benefits B. Certificated Salaries and Benefits

Action **1-10**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
---------	---------	---------

New Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Renew the purchase of Renaissance Learning for assessment, intervention, and enrichment for Frazier Park School.	Renew the purchase of Renaissance Learning for assessment, intervention, and enrichment for Frazier Park School.	Renew the purchase of Renaissance Learning for assessment, intervention, and enrichment for Frazier Park School.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$3,626	Amount	\$3,626	Amount	\$3,626
Source	Lottery	Source	Lottery	Source	Lottery
Budget Reference	Services and Other Operating Expenditures	Budget Reference	Services and Other Operating Expenditures	Budget Reference	Services and Other Operating Expenditures

Action 1-11

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New Modified Unchanged	<input type="checkbox"/> New Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

Renew purchase of the PLATO program for credit recovery at FMHS and on-line classes for independent study students.

Renew purchase of the PLATO program for credit recovery at FMHS and on-line classes for independent study students.

Renew purchase of the PLATO program for credit recovery at FMHS and on-line classes for independent study students.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$14,388	Amount	\$14,388	Amount	\$14,388
Source	Lottery	Source	Lottery	Source	Lottery
Budget Reference	Services and Other Operating Expenditures	Budget Reference	Services and Other Operating Expenditures	Budget Reference	Services and Other Operating Expenditures

Action **1-12**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18		2018-19		2019-20	
New	Modified X Unchanged	<input type="checkbox"/> New	Modified X Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified X Unchanged

Continue to utilize SBAC practice tests through the CAASPP website.

Continue to utilize SBAC practice tests through the CAASPP website.

Continue to utilize SBAC practice tests through the CAASPP website.

BUDGETED EXPENDITURES

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

Action **1-13**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: Frazier Park School Specific Grade spans: Grade 2 – Grade 4

ACTIONS/SERVICES

2017-18		2018-19		2019-20	
New	Modified X Unchanged	<input type="checkbox"/> New	Modified X Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified X Unchanged

Offer a summer “Bootcamp” for Title 1 students scoring not proficient on the 2016-17 CAASPP test to take place 2 weeks before the start of the 2017-18 school year.

Offer a summer “Bootcamp” for Title 1 students scoring not proficient on the 2016-17 CAASPP test to take place 2 weeks before the start of the 2017-18 school year.

Offer a summer “Bootcamp” for Title 1 students scoring not proficient on the 2016-17 CAASPP test to take place 2 weeks before the start of the 2017-18 school year.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$5,000	Amount: \$5,050	Amount: \$5,100
Source: Title I	Source: Title I	Source: Title I
Budget Reference: Certificated Salaries and Benefits	Budget Reference: Certificated Salaries and Benefits	Budget Reference: Certificated Salaries and Benefits

Action 1-14

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

[Students to be Served](#) All Students with Disabilities [Specific Student Group(s)] _____
[Location\(s\)](#) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income
[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)
[Location\(s\)](#) All schools Specific Schools: Frazier Park School Specific Grade spans: Grade 2 – Grade 4

ACTIONS/SERVICES

2017-18	2018-19	2019-20
New Modified X Unchanged	<input type="checkbox"/> New Modified X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged

Renew purchase of MOBYMAX, an on-line curriculum to use during summer boot camp.

Renew purchase of MOBYMAX, an on-line curriculum to use during summer boot camp.

Renew purchase of MOBYMAX, an on-line curriculum to use during summer boot camp.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$1,295	Amount	\$1,295	Amount	\$1,295
Source	Lottery	Source	Lottery	Source	Lottery
Budget Reference	Books and Supplies	Budget Reference	Books and Supplies	Budget Reference	Books and Supplies

Action 1-15

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18		2018-19		2019-20	
New	Modified X Unchanged	<input type="checkbox"/> New	Modified X Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified X Unchanged

Offer additional after school tutoring opportunities for Title 1 students not meeting standards on the CAASPP test.

Continue to offer additional after school tutoring opportunities for Title 1 students not meeting standards on the CAASPP test.

Continue to offer additional after school tutoring opportunities for Title 1 students not meeting standards on the CAASPP test.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$11,545	Amount: \$11,660	Amount: \$11,777
Source: LCFF S/C	Source: LCFF S/C	Source: LCFF S/C
Budget Reference: Certificated Salaries and Benefits	Budget Reference: Certificated Salaries and Benefits	Budget Reference: Certificated Salaries and Benefits

Action 1-16

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
---------	---------	---------

New Modified X Unchanged	<input type="checkbox"/> New Modified X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged
Offer additional after school tutoring opportunities for all EL students.	Continue to offer additional after school tutoring opportunities for EL students.	Continue to offer additional after school tutoring opportunities for EL students.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$5,000	Amount: \$5,000	Amount: \$5,000
Source: Title III	Source: Title III	Source: Title III
Budget Reference: Certificated Salaries and Benefits	Budget Reference: Certificated Salaries and Benefits	Budget Reference: Certificated Salaries and Benefits

Action **1-17**

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

Students to be Served All Students with Disabilities X [Specific Student Group(s)] At risk of graduating

Location(s) All schools X Specific Schools: Frazier Mountain High Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
---------	---------	---------

New Modified X Unchanged	<input type="checkbox"/> New Modified X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged
Continue to offer summer school for high school students to provide credit recovery opportunities as well as math intervention and enrichment.	Continue to offer summer school for high school students to provide credit recovery opportunities as well as math intervention and enrichment.	Continue to offer summer school for high school students to provide credit recovery opportunities as well as math intervention and enrichment.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$4,153	Amount: \$4,195	Amount: \$4,237
Source: Title I	Source: Title I	Source: Title I
Budget Reference: Certificated Salaries and Benefits	Budget Reference: Certificated Salaries and Benefits	Budget Reference: Certificated Salaries and Benefits

Action **1-18**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] TK Students

Location(s) All schools Specific Schools: Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: Frazier Park School Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
New Modified X Unchanged	<input type="checkbox"/> New Modified X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged
Hire a TK aides for early literacy to enhance focus on unduplicated student needs.	Hire a TK aides for early literacy to enhance focus on unduplicated student needs.	Hire a TK aides for early literacy to enhance focus on unduplicated student needs.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount A. \$9,395 B. \$9,395	Amount A. \$9,620 B. \$9,620	Amount A. \$11,733 B. \$11,733
Source A. LCFF S/C B. Title I	Source A. LCFF S/C B. Title I	Source A. LCFF S/C B. Title I
Budget Reference A. Classified Salaries and Benefits B. Classified Salaries and Benefits	Budget Reference A. Classified Salaries and Benefits B. Classified Salaries and Benefits	Budget Reference A. Classified Salaries and Benefits B. Classified Salaries and Benefits

Action **1-19**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] Students who struggle in math

Location(s) All schools Specific Schools: Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools

Specific Schools: Frazier Mountain High School

Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue a separate math class for those who are not advanced enough to be successful in Algebra II, but need to be in a math class to prepare for the CAASPP test.

2018-19

New Modified Unchanged

Continue a separate math class for those who are not advanced enough to be successful in Algebra II, but need to be in a math class to prepare for the CAASPP test.

2019-20

New Modified Unchanged

Continue a separate math class for those who are not advanced enough to be successful in Algebra II, but need to be in a math class to prepare for the CAASPP test.

BUDGETED EXPENDITURES

2017-18

Amount \$13,524

Source LCFF S/C

Budget Reference Certificated Salaries and Benefits

2018-19

Amount \$14,037

Source LCFF S/C

Budget Reference Certificated Salaries and Benefits

2019-20

Amount \$14,304

Source LCFF S/C

Budget Reference Certificated Salaries and Benefits

Action **1-20**

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

[Students to be Served](#)

All Students with Disabilities [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#)

All schools Specific Schools: Frazier Park Elementary Specific Grade spans: _____

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
X New Modified Unchanged	<input type="checkbox"/> New X Modified Unchanged	<input type="checkbox"/> New Modified X Unchanged
Adopt McGraw Hill ELA curriculum for grades TK – 5. Adopt HMH ELA curriculum for grades 6 – 12.	Continue to offer professional development in all existing curriculum.	Continue to offer professional development in all existing curriculum.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$170,000	Amount: No Cost	Amount: No Cost
Source: LCFF Base	Source: NA	Source: NA
Budget Reference: Books and Supplies	Budget Reference: NA	Budget Reference: NA

Action **1-21**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged <input type="checkbox"/>	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> x Unchanged <input type="checkbox"/>	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> x Unchanged <input type="checkbox"/>
Brought back 6.5 teachers and hired an additional K teacher for class size reduction.	Brought back 7.5 teachers for class size reduction.	Brought back 7.5 teachers for class size reduction.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <p>A. \$483,650 B. \$55,366</p> <p>Source</p> <p>A. LCFF S/C B. Title I</p> <p>Budget Reference</p> <p>A. Certificated Salaries and Benefits B. Certificated Salaries and Benefits</p>	<p>Amount</p> <p>A. \$500,291 B. \$57,724</p> <p>Source</p> <p>A. LCFF S/C B. Title I</p> <p>Budget Reference</p> <p>A. Certificated Salaries and Benefits B. Certificated Salaries and Benefits</p>	<p>Amount</p> <p>A. \$523,934 B. \$60,139</p> <p>Source</p> <p>A. LCFF S/C B. Title I</p> <p>Budget Reference</p> <p>A. Certificated Salaries and Benefits B. Certificated Salaries and Benefits</p>

Action **1-22**

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

Students to be Served All Students with Disabilities X [Specific Student Group(s)]

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged <input type="checkbox"/>	<input type="checkbox"/> New Modified <input type="checkbox"/> x Unchanged <input type="checkbox"/>	<input type="checkbox"/> New Modified <input type="checkbox"/> x Unchanged <input type="checkbox"/>
Designate a teacher to be in charge of all EL students in monitoring the EL programs at each school site and the progress and reclassification of all EL students.	Designate a teacher to be in charge of all EL students in monitoring the EL programs at each school site and the progress and reclassification of all EL students.	Designate a teacher to be in charge of all EL students in monitoring the EL programs at each school site and the progress and reclassification of all EL students.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$4,707	Amount: \$4,754	Amount: \$4,802
Source: Title III	Source: Title III	Source: Title III
Budget Reference: Certificated Salaries and Benefits	Budget Reference: Certificated Salaries and Benefits	Budget Reference: Certificated Salaries and Benefits

Action **1-23**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served X English Learners Foster Youth Low Income

Scope of Services X LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools

Specific Schools: _____

Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified X Unchanged

New Modified x Unchanged

New Modified x Unchanged

Continue EL program at each school site. Students will be placed in appropriate programs to help in areas of struggle. (tutoring, RTI, intervention classes, etc.)

Continue EL program at each school site. Students will be placed in appropriate programs to help in areas of struggle. (tutoring, RTI, intervention classes, etc.)

Continue EL program at each school site. Students will be placed in appropriate programs to help in areas of struggle. (tutoring, RTI, intervention classes, etc.)

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

A. \$106,352
B. \$20,563

Amount

A. \$110,654
B. \$21,314

Amount

A. \$114,592
B. \$22,082

Source

A. LCFF S/C
B. Title I

Source

A. LCFF S/C
B. Title I

Source

A. LCFF S/C
B. Title I

Budget Reference

A. Certificated Salaries and Benefits
B. Certificated Salaries and Benefits

Budget Reference

A. Certificated Salaries and Benefits
B. Certificated Salaries and Benefits

Budget Reference

A. Certificated Salaries and Benefits
B. Certificated Salaries and Benefits

Action **1-24**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All schools Specific Schools: Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
New Modified X Unchanged	<input type="checkbox"/> New Modified x Unchanged	<input type="checkbox"/> New Modified x Unchanged
Refer struggling students to SAT teams and continue to hold follow up SAT's for previously referred students.	Refer struggling students to SAT teams and continue to hold follow up SAT's for previously referred students.	Refer struggling students to SAT teams and continue to hold follow up SAT's for previously referred students.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$7,152	Amount: \$7,224	Amount: \$7,296
Source: LCFF S/C	Source: LCFF S/C	Source: LCFF S/C
Budget Reference: Certificated Salaries and Benefits	Budget Reference: Certificated Salaries and Benefits	Budget Reference: Certificated Salaries and Benefits

Action **1-25**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
New Modified X Unchanged	<input type="checkbox"/> New Modified x Unchanged	<input type="checkbox"/> New Modified x Unchanged
Continue hands on project based learning methods aligned with common core and NGSS instruction.	Continue hands on project based learning methods aligned with common core and NGSS instruction.	Continue hands on project based learning methods aligned with common core and NGSS instruction.

BUDGETED EXPENDITURES

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

Goal 2	ETUSD will continue to improve the climate of all schools in order to improve student and parent engagement every day.
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State and/or Local Priorities Addressed by this goal:

STATE 1 2 X 3 4 X 5 X 6 X 7 8
 COE 9 10
 LOCAL _____

Identified Need

ETUSD's attendance rate needs to increase in order to improve the district's ADA as well as educational opportunities for all students.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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Priority 3a: Parental involvement: Efforts to seek parent input in making decisions for district and sites.	Parent participation in back to school nights: FP: 66% ET: 45% FMHS: 18%	Continue quarterly ELAC, DAC, and School Site Council meetings. Increase attendance rates at back to school nights: FP: from 66% to 69% ET: from 45% to 48% FMHS: from 18% to 21%	Continue quarterly ELAC, DAC, and School Site Council meetings. Increase attendance rates at back to school nights: FP: from 69% to 72% ET: from 48% to 51% FMHS: from 21% to 24%	Continue quarterly ELAC, DAC, and School Site Council meetings. Increase attendance rates at back to school nights: FP: from 72% to 75% ET: from 51% to 54% FMHS: from 24% to 27%
Priority 3b: Parental Involvement: District promotes participation of parents of unduplicated students.	Maintain quarterly ELAC meetings. Participation rate at unduplicated pupil informational meeting: 5 Robocalls are sent out to remind parents of upcoming meetings, and all parents are invited to attend events such as backpack giveaways, and the health fair	Maintain quarterly ELAC meetings. Participation rate at unduplicated pupil informational meeting: from 5 to 8 Robocalls are sent out to remind parents of upcoming meetings, and all parents are invited to attend events such as backpack giveaways, and the health fair	Maintain quarterly ELAC meetings. Participation rate at unduplicated pupil informational meeting: from 8 to 11 Robocalls are sent out to remind parents of upcoming meetings, and all parents are invited to attend events such as backpack giveaways, and the health fair	Maintain quarterly ELAC meetings. Participation rate at unduplicated pupil informational meeting: from 11 to 14 Robocalls are sent out to remind parents of upcoming meetings, and all parents are invited to attend events such as backpack giveaways, and the health fair
Priority 3c: Parental Involvement: District promotes participation of parents of students with exceptional needs	100% of parents will continue to be invited and attend all scheduled initial, annual, triennial, and needed IEP and 504 meetings as evidenced by invitations.	100% of parents will continue to be invited and attend all scheduled initial, annual, triennial, and needed IEP and 504 meetings as evidenced by invitations.	100% of parents will continue to be invited and attend all scheduled initial, annual, triennial, and needed IEP and 504 meetings as evidenced by invitations.	100% of parents will continue to be invited and attend all scheduled initial, annual, triennial, and needed IEP and 504 meetings as evidenced by invitations.
Priority 5a: Pupil Engagement: Attendance rates:	Overall District Rate: 93.76% Frazier Park: 94.39% El Tejon: 94.61% FMHS: 92.49%	District: from 93.76% to 95% Frazier Park: 94.39% to 95.39% El Tejon: 94.61% to 95.61% FMHS: 92.49% to 93.49%	District: from 95% to 96% Frazier Park: 95.39% to 96.39% El Tejon: 95.61% to 96.61% FMHS: 93.49% to 94.49%	District: from 96% to 97% Frazier Park: 96.39% to 97.39% El Tejon: 96.61% to 97.61% FMHS: 94.49% to 95.49%
Priority 5b: Pupil Engagement: Chronic absenteeism Rate	29.26	Decrease from 29.26 to 27.26	Decrease from 27.26 to 25.26	Decrease from 25.26 to 23.26
Priority 5c: Pupil Engagement: Middle School dropout rate:	0%	Stay constant at 0%	Stay constant at 0%	Stay constant at 0%
Priority 5d: Pupil Engagement: High School dropout rate:	5.8%	Decrease to 4.8%	Decrease to 3.8%	Decrease to 2.8%
Priority 5e: Pupil engagement: High school graduation rate	94.2%	Increase from 94.2% to 95.2%	Increase from 95.2% to 96.2%	Increase from 96.2% to 97.2%
Priority 6a: Pupil	3.4%	Decrease from 3.4% to 3%	Decrease from 3% to 2.5%	Decrease from 2.5% to 2%

Suspension Rate																				
Priority 6b: Pupil Expulsion Rate	.1%	Decrease to 0%	Maintain 0%	Maintain 0%																
Priority 6c: Other local measure on sense of safety and school connectedness:	Perceived safety at school based on the California Healthy Kids Survey. <table border="1"> <tr> <td>7th Grade</td> <td>62%</td> </tr> <tr> <td>9th/11th Grade</td> <td>72%</td> </tr> </table>	7 th Grade	62%	9 th /11 th Grade	72%	Perceived safety at school based on the California Healthy Kids Survey. <table border="1"> <tr> <td>7th Grade</td> <td>From 62 to 65%</td> </tr> <tr> <td>9th/11th Grade</td> <td>From 72 to 74%</td> </tr> </table>	7 th Grade	From 62 to 65%	9 th /11 th Grade	From 72 to 74%	Perceived safety at school based on the California Healthy Kids Survey. <table border="1"> <tr> <td>7th Grade</td> <td>From 65% to 67%</td> </tr> <tr> <td>9th/11th Grade</td> <td>From 74% to 76%</td> </tr> </table>	7 th Grade	From 65% to 67%	9 th /11 th Grade	From 74% to 76%	Perceived safety at school based on the California Healthy Kids Survey. <table border="1"> <tr> <td>7th Grade</td> <td>From 67% to 69%</td> </tr> <tr> <td>9th/11th Grade</td> <td>From 76% to 78%</td> </tr> </table>	7 th Grade	From 67% to 69%	9 th /11 th Grade	From 76% to 78%
7 th Grade	62%																			
9 th /11 th Grade	72%																			
7 th Grade	From 62 to 65%																			
9 th /11 th Grade	From 72 to 74%																			
7 th Grade	From 65% to 67%																			
9 th /11 th Grade	From 74% to 76%																			
7 th Grade	From 67% to 69%																			
9 th /11 th Grade	From 76% to 78%																			
Priority 7a: Course Access: Extent to which pupils have access to and are enrolled in a broad course of study	ETUSD has maintained the master schedule which offers a broad course of study to all students as core subject areas are taught.	Continue to maintain a master schedule which offers a broad course of study to all students as core subject areas are taught.	Continue to maintain a master schedule which offers a broad course of study to all students as core subject areas are taught.	Continue to maintain a master schedule which offers a broad course of study to all students as core subject areas are taught.																
Priority 7b: Course Access: Extent to which pupils have access and are enrolled in programs and services for unduplicated pupils	100% of unduplicated pupils continue to be provided with programs and services based on state standards and student needs as indicated by local assessment data.	100% of unduplicated pupils continue to be provided with programs and services based on state standards and student needs as indicated by local assessment data.	100% of unduplicated pupils continue to be provided with programs and services based on state standards and student needs as indicated by local assessment data.	100% of unduplicated pupils continue to be provided with programs and services based on state standards and student needs as indicated by local assessment data.																
Priority 7c: Course Access: Extent to which pupils have access and are enrolled in programs and services for unduplicated pupils	100% of students with exceptional needs are provided programs and services based on IEP, state standards, and student needs as indicated by local assessment data.	100% of students with exceptional needs are provided programs and services based on IEP, state standards, and student needs as indicated by local assessment data.	100% of students with exceptional needs are provided programs and services based on IEP, state standards, and student needs as indicated by local assessment data.	100% of students with exceptional needs are provided programs and services based on IEP, state standards, and student needs as indicated by local assessment data.																

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 **2-1**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]: At Risk students with truancy issues.
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue stipend position of running the SARB board for the district and acting as a liaison to work with families on attendance issues.	Continue stipend position of running the SARB board for the district and acting as a liaison to work with families on attendance issues.	Continue stipend position of running the SARB board for the district and acting as a liaison to work with families on attendance issues.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$2,376	Amount: \$2,413	Amount: \$2,450
Source: LCFF S/C	Source: LCFF S/C	Source: LCFF S/C
Budget Reference: Certificated Salaries and Benefits	Budget Reference: Certificated Salaries and Benefits	Budget Reference: Certificated Salaries and Benefits

Action **2-2**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue implementation of attendance incentives at all school sites.	Continue implementation of attendance incentives at all school sites.	Continue implementation of attendance incentives at all school sites.

BUDGETED EXPENDITURES

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

Action **2-3**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
ETUSD will set up a schedule for Saturday school's to help reclaim lost ADA due to absences.	ETUSD will set up a schedule for Saturday school's to help reclaim lost ADA due to absences.	ETUSD will set up a schedule for Saturday school's to help reclaim lost ADA due to absences.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	A. \$5,378 B. \$1,715	A. \$5,378 B. \$1,715	A. \$5,378 B. \$1,715
Source	A. LCFF Base B. LCFF Base	A. LCFF Base B. LCFF Base	A. LCFF Base B. LCFF Base
Budget Reference	A. Certificated Salaries and Benefits B. Classified Salaries and Benefits	A. Certificated Salaries and Benefits B. Classified Salaries and Benefits	A. Certificated Salaries and Benefits B. Classified Salaries and Benefits

Action **2-4**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Send out Robocalls to alert parents of unexcused absences.	Send out Robocalls to alert parents of unexcused absences.	Send out Robocalls to alert parents of unexcused absences.

BUDGETED EXPENDITURES

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

Action **2-5**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue clubs and programs after school and during the day for students to participate in.	Continue clubs and programs after school and during the day for students to participate in.	Continue clubs and programs after school and during the day for students to participate in.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	A. \$8,498 (Travel) B. \$59,264 C. \$32,184	Amount A. \$8,498 B. \$59,264 C. \$32,803	Amount A. \$8,498 B. \$59,264 C. \$33,769
Source	A. LCFF Base B. LCFF Base C. LCFF S/C	Source A. LCFF Base B. LCFF Base C. LCFF S/C	Source A. LCFF Base B. LCFF Base C. LCFF S/C
Budget Reference	A. Services and Other Operational Expenditures B. Certificated Salaries and Benefits	Budget Reference A. Services and Other Operational Expenditures B. Certificated Salaries and	Budget Reference A. Services and Other Operational Expenditures B. Certificated Salaries and Benefits

C. Certificated Salaries and Benefits

Benefits
C. Certificated Salaries and Benefits

C. Certificated Salaries and Benefits

Action **2-6**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: El Tejon and FMHS	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue master schedule that allows more students to participate in all subject areas including: Art, ASB, Peer Helping, Drama, AP classes, etc.	Continue master schedule that allows more students to participate in all subject areas including: Art, ASB, Peer Helping, Drama, AP classes, etc	Continue master schedule that allows more students to participate in all subject areas including: Art, ASB, Peer Helping, Drama, AP classes, etc

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount A. \$196,132 B. \$10,667	Amount A. \$201,323 B. \$11,127	Amount A. \$208,108 B. \$11,615
Source A. LCFF S/C B. Title I	Source A. LCFF S/C B. Title I	Source A. LCFF S/C B. Title I
Budget Reference A. Certificated Salaries and Benefits	Budget Reference A. Certificated Salaries and Benefits	Budget Reference A. Certificated Salaries and Benefits

B. Certificated Salaries and Benefits

B. Certificated Salaries and Benefits

B. Certificated Salaries and Benefits

Action **2-7**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue the implementation of a School-Parent Compact for Achievement	Continue the implementation of a School-Parent Compact for Achievement	Continue the implementation of a School-Parent Compact for Achievement

BUDGETED EXPENDITURES

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

Action **2-8**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue various ways for students to report bullying incidents	Continue various ways for students to report bullying incidents.	Continue various ways for students to report bullying incidents.

BUDGETED EXPENDITURES

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

Action **2-9**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue collaboration schedule between high school ASB/SSA and middle school students.	Continue collaboration schedule between high school ASB/SSA and middle school students.	Continue collaboration schedule between high school ASB/SSA and middle school students.

BUDGETED EXPENDITURES

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

Action **2-10**

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

Students to be Served	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
Location(s)	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
Scope of Services	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue student of the month and award ceremonies at all sites.	Continue student of the month and award ceremonies at all sites.	Continue student of the month and award ceremonies at all sites.

BUDGETED EXPENDITURES

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

Action **2-11**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: Frazier Mountain High School	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to implement a credit recovery program for high school students during the summer and school day in order to continue to improve the high school dropout rate. 3 periods during the day is dedicated to credit recovery opportunities as well as a summer school program.	Continue to implement a credit recovery program for high school students during the summer and school day in order to continue to improve the high school dropout rate. 3 periods during the day is dedicated to credit recovery opportunities as well as a summer school program.	Continue to implement a credit recovery program for high school students during the summer and school day in order to continue to improve the high school dropout rate. 3 periods during the day is dedicated to credit recovery opportunities as well as a summer school program.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p> <p>A. \$61,721 (within school year) B. \$4,153 (summer)</p> <p>Source</p> <p>A. LCFF S/C B. Title I</p>	<p>Amount</p> <p>A. \$63,424 (within school year) B. \$4,153 (summer)</p> <p>Source</p> <p>A. LCFF S/C B. Title I</p>	<p>Amount</p> <p>A. \$65,920 (within school year) B. \$4,236 (summer)</p> <p>Source</p> <p>A. LCFF S/C B. Title I</p>

Budget
Reference

- A. Certificated Salaries and Benefits
- B. Certificated Salaries and Benefits

Budget
Reference

- A. Certificated Salaries and Benefits
- B. Certificated Salaries and Benefits

Budget
Reference

- A. Certificated Salaries and Benefits
- B. Certificated Salaries and Benefits

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$994,922

Percentage to Increase or Improve Services:

17.44%

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](#)).

ETUSD is using LCFF S/C funding to increase educational opportunities for all unduplicated pupils on a daily basis including:

- Hiring additional teachers for class size reduction.
- Hiring additional TK aides to enhance early literacy for unduplicated pupils.
- Creating an additional credit recovery program both during the school day and summer in order to increase graduation rates.
- Providing a summer school program for Title I students in grades 3 – 8.
- Providing a math summer school program for students in grades 9 – 12 who struggle in math.
- Providing additional professional development for teachers in ELD instructional strategies.
- Providing additional intervention opportunities for EL students within and outside the class day.

Local Control and Accountability Plan and Annual Update Template Instructions

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, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark 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 LCFF Evaluation Rubrics 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 LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

[Budget Summary](#)

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. 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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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, mark 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, mark 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

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. 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 LCFF Evaluation Rubrics, 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 contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services 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 checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, 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 indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “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 selecting “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.

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 scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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 mark "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 selecting "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:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" 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.
- Check "Unchanged" 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 check "Unchanged" 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 mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section 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. A 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 pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (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).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 CCR Section 1039.1.

(c) "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).

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

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] 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).

(e) "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).

(f) "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?