

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 | Semitropic School District | | |
| Contact Name and Title | Mrs. Bethany Ferguson Superintendent | Email and Phone | bferguson@semitropicschool.org (661) 758-6412 ext. 101 |

2017-20 Plan Summary

THE STORY

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

Semitropic Elementary School was established as a one room school house on April 1, 1895. Mrs. C. J. Clayton was the first teacher. The first class of students numbered only seven. The current enrollment is 225 students in grades kindergarten through eight. The school is a District of Choice, as per education code statute, meaning that students are permitted to attend Semitropic Elementary School even if they do not reside in the district boundary lines. The district is located 10 miles west of Wasco, California, at the intersection of State Highway 46 and Gun Club Road.

VISION STATEMENT

Success Now for a Brighter Tomorrow

MISSION STATEMENT

The Semitropic Elementary School District is dedicated to teaching our students to be productive citizens who work at their fullest potential to succeed while providing a caring and supportive academic environment.

SCHOOL BOARD GOALS

- Provide leadership and direction to improve the overall learning environment in our classrooms, schools and district including the health, safety, security and happiness of students and staff.
- Direct and support actions, programs, and activities which reduce the impacts of poverty on our students, their families, and our community.

DISTRICT GOALS

- Ensure uniformly high performance in academics and tangible results in character development.
- School faculty is highly qualified in their fields, is committed to ongoing professional development, and receives timely and helpful feedback on classroom instruction.
- Curriculum is rigorous, logically sequential, and age appropriate.
- Students display high standards of personal dignity and respect for authority at all grade levels.

School faculty and staff model the qualities of behavior that are expected in students.

- Ensure all students at each grade level increase their love of reading by implementing a classical literature piece at each grade level for students to read while exploring the themes in that piece of literature.
- Reemphasize the importance of students learning basic skills in reading, writing, spelling, and math to ensure that all students can reach a deeper level understanding more rigorous concepts.
- Ensure that all students reach high levels of achievement in reading, writing, math, and spelling using valid assessments to measure achievement at each grade level.
- Increase student enrollment.
- Increase the ability of Semitropic to effectively achieve its mission through suitable facilities consistent with the school's values and philosophy to serve the needs of a student body in grades TK - 8.
- Maintain a fiscally solvent budget.

LCAP HIGHLIGHTS

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

Through analysis of our state and local data and input from staff and stakeholders we identified our focus areas that needed to be addressed in order to achieve our vision: *"Success Now for a Brighter Tomorrow."* Based on this process, the actions and services in the LCAP fell into the following areas of influence:

- Achieve Academic Rigor that increases student proficiency in all core subjects using 21st century skills.
- Build a safe environment that promotes character development and provides safe facilities for learning.
- Create positive relationships with our students, parents, and community members.

Key LCAP actions to support these areas are: continued curriculum standard alignment, PBIS site implementation, and parent night activities.

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.

In the area of English Language Arts, all students had a change of a positive 5.7 points and a status of low. Our English Learners has a positive change of 3.3 points and our student with disabilities has the largest positive change from previous year with 26.7 point increase in Language Arts.

GREATEST PROGRESS

In the area of Math, our students with disabilities Increased significantly with 38.1 points from previous year. In addition, our socioeconomically disadvantaged students made a 4.4 point positive growth.

In addition, we are proud of the fact that our suspension rate declined significantly and is at a green status. Semitropic plans to continue the actions and services this coming school year in order to maintain and build on 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

The district rubric indicator was “yellow” nearly met for “all student” in both Language Arts and Math based on the 2016 CAASPP results. In the area of Mathematics, our English Learners scored 83.7 points below level 3. In addition, they declined 2.2 points from our previous year scores putting the district in the “orange” Not Met area of performance.

Semitropic will continue to invest in professional development for teachers regarding implementation of curriculum development to deepen the rigor as it pertains to the standards. We will also continue to invest in targeted support and intervention programs to meet the instructional needs of our most at risk students.

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

English Learners achievement on CAASPP mathematics is below all other students performance. To address the gap, Semitropic will include the following actions and services:

- Professional development to improve ELD in all content area subjects
- Increased tracking/progress monitoring RFEP students
- Adding lowest EL/RFEP students to additional pull out intervention class

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.

Based on staff and stakeholder feedback and research on effective practices we are implementing several LCAP action/services for low income, English learner and foster youth including using a portion of the LCFF Supplemental dollars. The most significant actions being implemented that will improve services are:

Provide structured writing program, Write from the Beginning to all students. In addition to providing the program to students, teachers will receive professional development from WFTB trainings for each genre of writing. (LCAP goal #1)

AVID will be implemented not only in 6th-8th grades, but schoolwide. Allowing our English learner, low income, foster youth and migrant students access to college and career readiness programs. (LCAP goal #1)

Americorp will be servicing targeted students in grades 6th-8th to help with attendance and/or behavior problems. (LCAP goal #2)

PBIS will be implemented schoolwide, with additional supports/tools for parents/community members to support at home. (LCAP goal #3)

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

\$2,914,711

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$621,844

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.

General fund expenditures specified above for the 2017-18 school year include salaries and benefits for all certificated teachers, classified personnel, and administrative staff members. In addition, other expenditures in this area include: books and supplies, services and operating expenditures, and capital outlay.

\$2,401,405

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

| | |
|---------------|--|
| Goal 1 | Achieve academic rigor that increases student proficiency in all core subjects using 21st century skills: critical thinking, communication, collaboration, and creativity. |
|---------------|--|

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 | ACTUAL |
|---|---|
| <p>Our ultimate goal is to increase student achievement in all core areas by 9% as measured by benchmark and SBAC data by 2019. However, benchmark data was not collected in the 2013-14 school year to use for comparison data. The baseline data collected in 2014-15 indicated that this goal needed to be adjusted to more accurately reflect the growth students will make as students and teachers become more proficient in the core areas as standards change and instructional materials are updated to be more aligned to the new standards. Therefore, student achievement will increase by 3% as measured by the CAASSP each year for the next three years in all core areas.</p> | <p>2015-16 CAASPP results, 25% of our students met or exceeded standards in math and 20% met or exceeded standards in ELA. We met our goal of 3% growth in Math from 2014-15, but fell short in ELA. When looking at the dashboard and breaking down our subgroups we can see that each of our subgroups made growth. The only exception was our EL students in the area of math.</p> |
| <p>Priority 1A: 100% of teachers are highly qualified and are appropriately assigned.</p> | <p>Priority 1A: 92% of our teachers are highly qualified and are appropriately assigned.</p> |
| <p>Priority 1B: 100% of pupils have sufficient access to the standards-aligned materials as evidenced in our William's report.</p> | <p>Priority 1B: 100% of pupils have sufficient access to the standards-aligned materials as evidenced in our William's report.</p> |
| <p>Priority 1C: School facilities are maintained in good repair as indicated in our William's FIT Report.</p> | <p>Priority 1C: All facilities continue to have an overall rating of "good" as indicated on the FIT report. MOT will be working to repair/replace the middle school</p> |

Priority 2A

Teachers fully implement state adopted academic content and performance standards as evidenced in classroom observation data. Measurable Outcome (MO): Fully implement state adopted standards 90% of the time; the other 10% of the time will be designated for re-teach and/or small group instruction. **MO: Increase the amount of performance-based tasks requiring students to engage in critical thinking, communication, collaboration, and creativity in all classrooms by 5% as evidenced in the C3 observation tool.**

Priority 2A

Teachers have implemented academic standards in their classrooms 85% of the time as evidenced in classroom observation data. 15% of the observation data showed time spent on reteach and/or small group instruction. Little to no classroom data was gathered observing students engaging in performance-based tasks. However, as evidenced by PLC discussions/planning days and end products, performance-based tasks were taking place across the campus.

Priority 2B:

The programs offered to all students, particularly our EL student population, enable 100% of students to access the CCSS and the ELD standards for the purpose of gaining academic content knowledge and English Language Proficiency. EL students are provided an additional 30-40 minutes daily of ELD instruction, in addition to being provided ELA interventions based on assessment data to meet the individual needs of our EL students. During the 2015 - 16 school year, we redesignated 25%. **MO: ELD standards will be implemented in class for integrated instruction daily and additional 30-40 minutes of instruction daily for designated instruction as evidenced in lesson plans.**

Priority 2B:

We have 100% of our EL students receiving full access to the CCSS and ELD standards. Each grade level provides an additional 30 minutes of ELD instruction with is monitored through lesson plan checks and admin. Walk through during those times. Intervention priority is provided to our EL students whose data shows are in the highest need. This year we have redesignated 13% of EL students.

Priority 4A:

According to the 2014 - 2015 CAASSP results, only 10% of our students met or exceeded standard in math, and only 19% of our students met or exceeded standard in ELA. **MO: Increase the number of students who meet or exceed standard by 3% in math, ELA, and Science as measured on the CAASSP. MO: Increase the number of students who meet or exceed standard by 3% in math, ELA, and science in subgroups: Hispanic, EL, and SES as measured on the CAASSP.**

Priority 4A:

2015-16 CAASPP results, 25% of our students met or exceeded standards in math and 20% met or exceeded standards in ELA. We met our goal of 3% in Math, but fell short in ELA (by how much – call this out). When looking at our subgroups you can see: Hispanics had a growth of 8.2 points, SES growth of 7.8 points, EL growth of 3.3 points, and sped growth of 26.7 points in ELA. For math, the subgroups showed the following: EL had a decline of 2.2 points, SES a growth of 4.4 points, Hispanic maintained and sped growth of 38.1 points. In Science our 5th grade we had 13% of our students score Proficient or Advanced and in 8th grade we had 29% of our students score proficient or advanced.

Priority 4B:

API – NA

Priority 4B:

API - NA

Priority 4C:

US or CSU Requirements - NA

Priority 4C:

NA

Priority 4D:

The percentage of EL pupils who made progress towards English proficiency as measured by the CELDT is 58%. **MO: Increase the percentage of EL pupils who made progress towards**

Priority 4D:

The percentage of EL students who made progress towards English

| | |
|---|--|
| <p>English proficiency by 2% as measured by the CELDT.</p> | <p>proficiency as measured by the CELDT is 45%.</p> |
| <p>Priority 4E: Our EL reclassification rate in the 2015 - 16 was 25%. MO: Increase redesignation rate by 2% each year. MO: Decrease our Long-term English Learners by 2%.</p> | <p>Priority 4E: Our EL reclassification rate in 2016-17 is 13% reclassifying 19 of 151 EL students. Of the 19 EL students that were reclassified, 12 were long-term EL students.</p> |
| <p>Priority 4F: AP - NA</p> | <p>Priority 4F: NA</p> |
| <p>Priority 4G: Early Assessment Program - NA</p> | <p>Priority 4G: NA</p> |
| <p>Priority 7A: A broad course of study is offered to all students as all core subject areas are taught. In addition, we are adding a music teacher to provide a fine arts course.</p> | <p>Priority 7A: A music teacher was added this school year to provide fine arts to all students. She pushes in grades K-5th. In addition, music is an elective provided to the middle school students.</p> |
| <p>Priority 7B: Programs and services are based on state standards and student needs as indicated by local assessment data.</p> | <p>Priority 7B: All programs and services offered are based on CCSS. Cross level team meet weekly to determine the needs of the students based on assessment data. Intervention class is fluid in that those who are making progress will quickly be moved out and replaced with those who need the help.</p> |
| <p>Priority 7C: Programs and services are based on state standards and student needs as indicated by local assessment data.</p> | <p>Priority 7C: All programs and services offered are based on CCSS. Cross level team meet weekly to determine the needs of the students based on assessment data. Intervention class is fluid in that those who are making progress will quickly be moved out and replaced with those who need the help.</p> |
| <p>Priority 8A: MO: Increase percentage of all students who read fluently by 20% as measured by Curriculum Based Monitoring (CBM) data.</p> | <p>Priority 8A: Our students who read fluently increased by 15% as measured by CBM data.</p> |

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| <p>Priority 8B: MO: 80% of 3rd graders reading at or above grade level by the end of the year as measured by our CBM data.</p> | <p>Priority 8B: We had 52% of our 3rd grade students reading at grade level as measured by our CBM data.</p> |
| <p>Priority 8C: MO: 80% of 5th graders reading at or above grade level by the end of the year as measured by our CBM data.</p> | <p>Priority 8C: We have 8% of our 5th grade students reading at grade level as measured by our end of the year CBM data.</p> |
| <p>Priority 8D: MO: 80% of our 8th graders meet or exceed grade level standards in math by the end of the year as measured by our CBM data and benchmark data.</p> | <p>Priority 8D: According to our data, we had 79% of our student who met or exceeded grade level CFAs and only 35% met or exceeded grade level standards at the end of the school year.</p> |
| <p>Priority 8E: 2014 - 2015 Physical Fitness Results: Aerobic Capacity: 5th grade--41.4%, 7th grade--57%; Body Composition: 5th grade--41.4%, 7th grade--57%; Abdominal Strength: 5th grade--48.3%, 7th grade--42.9%; Trunk Extension Strength: 5th grade--89.7%, 7th grade--28.6%; Upper Body Strength: 5th grade--55.2%, 7th grade--14.3%; and Flexibility: 5th grade-- 86.2%, 7th grade--100%. MO: Increase rate of physical fitness by 1% each year in each subtest in grades 5 and 7 as evidenced in Physical Fitness Results, with the exception of 7th grade flexibility which we will maintain as it is at 100%.</p> | <p>Priority 8E: 2015-16 Physical Fitness Results: Aerobic Capacity 5th grade –31.8%, 7th grade—35.7%; Body Composition: 5th grade –36.4%, 7th grade—39.3%; Abdominal Strength: 5th grade—95.5%, 7th grade 17.9%; Trunk Extension Strength: 5th grade – 100%, 7th grade 100%; Upper Body Strength: 5th grade – 45.5%, 7th grade—39.3%; Flexibility: 5th grade – 59.1, 7th grade—21.4% We did not meet our measureable outcome in each area so we will keep the same goal for this coming year. We will add PD for teachers to ensure the ones administering the fitness test have the appropriate tools to administer and have strategies to teach prior to administration.</p> |

[ACTIONS / SERVICES](#)

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

Action **1**

| | | |
|--------------------------------|---|---|
| <p>Actions/Services</p> | <p>PLANNED The district will continue to hire Highly Qualified Teachers to provide instruction. (Schoolwide)</p> | <p>ACTUAL The district participated in BTSA with 2 participants and 1 mentor.</p> |
| | <p>BUDGETED KCSOS BTSA Induction Program: \$10,950; S/C; Servicers/Operating Expenditures</p> | <p>ESTIMATED ACTUAL Certificated salaries and benefits \$1156 S/C operating & services cost \$10,075 S/C</p> |

ACTION 1b

| | | |
|------------------|---|---|
| Actions/Services | PLANNED Teachers will assign performance tasks that focus on developing critical thinking skills. (Schoolwide) | ACTUAL New LA series helped teachers with performance task activities aligned with units. |
| Expenditures | BUDGETED No Cost | ESTIMATED ACTUAL No Cost |
| ACTION 1c | | |
| Actions/Services | PLANNED Teachers will engage learners in standards-based activities that foster critical thinking, collaboration, communication, and creativity. (Schoolwide) | ACTUAL NPDL K, 3 rd , 8 th focused on collaboration and critical thinking whole school year. Teachers who attended NPDL training came back and disseminated information to staff so they could use in their rooms. |
| Expenditures | BUDGETED No Cost | ESTIMATED ACTUAL \$2,000 |
| ACTION 1d | | |
| Actions/Services | PLANNED Teachers and staff will use the RtI model to provide Tier I, II, and III interventions for student struggling in math and ELA. (Schoolwide) <ul style="list-style-type: none"> • Quarterly CBM Meetings with all teachers to monitor student progress • Instructional Aides to assist in Tier II interventions • Purchase Lexia Reading and Nex Gen math for all students • Offer after school tutoring for those students who are struggling to meet standard. | ACTUAL Intervention provided by intervention teacher for students struggling according to CBM data (assessed quarterly) <ul style="list-style-type: none"> - Purchased Lexia Reading and Next Gen Math for students - Purchased ALEKs math for struggling students (gr. 3-8) We did not get to offer after school tutoring at the number we would like. We have so many student who are bused and we were not able to get parents to pick up students at a later time. |
| Expenditures | BUDGETED CBM Meetings: \$600; S/C; Certificated Salaries and Benefits Instructional Aides: \$50,634 S/C; Classified Salaries and Benefits; Afterschool teachers; \$4,000; Title I; Certificated Salaries and Benefits | ESTIMATED ACTUAL CBM Meetings: \$600; S/C; Certificated Salaries and Benefits Instructional Aides: \$50,634 S/C; Classified Salaries and Benefits; Afterschool teachers; \$4,000; Title I; Certificated Salaries and Benefits |
| ACTION 1e | | |
| Actions/Services | PLANNED Pre-algebra will be offered to 7th graders, and Algebra will continued to be offered to 8th graders. (Schoolwide) | ACTUAL All 7 th grade students were offered pre-Algebra. There was a need to do some spiral teaching on certain standards to bring students up to speed. All 8 th grade students were taught Algebra. Some 8 th grade students did struggle with the Algebra concepts. The 8 th grade teacher did have a few 8 th grade standards that needed to be covered in order to prepare the students for certain concepts. All materials were ordered per teacher request. Teacher found she |

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|-------------------------|---|--|
| | | didn't need as many of the pre-algebra books as previously stated. |
| Expenditures | BUDGETED Pre- Algebra materials; \$4,359;S/C; Books and Materials; Algebra materials; \$700; S/C; Books and Materials | ESTIMATED ACTUAL Supplies & Materials \$3,800 S/C |
| ACTION 1f | | |
| Actions/Services | Elective courses will be offered in middle school to coincide with the high school pathways: AVID, Computer Literacy, choir, and STEM with an Ag focus. (Schoolwide) <ul style="list-style-type: none"> Instructional aides will serve as tutors in AVID and electives; increase hours of noon aides 1.5 hours per day | ACTUAL Elective courses: <ul style="list-style-type: none"> AVID (instructional aides were used Tuesday and Thursday as tutors...they were trained through KCSOS...follow up training would be helpful) Computer literacy (would like more resources) STEM AG (garden) Music (music history, choir...) |
| Expenditures | BUDGETED \$5,000; S/C; Books and Supplies; Noon Aides: \$15,360; S/C; Classified Salary and Benefits | ESTIMATED ACTUAL Certificated Salary & Benefits = \$64,000 S/C; \$20,500 Salary & Benefits Title I and Title III |
| ACTION 1g | | |
| Actions/Services | PLANNED A teacher will be hired to provide intervention to student struggling in reading and math. | ACTUAL An intervention teacher was hired and provided intervention to students struggling in reading and math. |
| Expenditures | BUDGETED Title I \$16,683; Title III - \$15,756, and S/C - \$43,906; Certificated Salary and Benefits | ESTIMATED ACTUAL Title I - \$16,683 Title III-\$15,756 S/C - \$43,906 Certificated salary & Benefits |
| ACTION 1h | | |
| Actions/Services | PLANNED The Program Coordinator will continue to support teachers and students in various programs offered on campus. Will serve as a mentor for the Kern Rural Teacher Residency Program (KRTR), formerly known as GRO STEM, master teachers and teacher candidates. (6th through 8th grade) | ACTUAL Program coordinator, coordinated with all three co-teachers and the student teachers to make sure all needs were met. In addition, she supported new teachers and provided necessary training. |
| Expenditures | BUDGETED Program Coordinator: \$89,792 S/C; Certificated Salary and Benefits | ESTIMATED ACTUAL S/C; Certificated Salary/Benefits = \$89,792 |

ACTION 1i

Actions/Services

PLANNED
KRTR Grant with CSUB: Provides three master teachers with teacher candidates on site for the entire school year to provide co-teaching strategies to the students. (Schoolwide)

- Summer Camp BLAST-3 week summer school using STEM strategies

ACTUAL
3 co-teachers

Expenditures

BUDGETED
Master Teachers:
\$3,469; S/C; Certificated Salary and Benefits;

Summer Blast: Teachers \$5,500; S/C; Certificated Salaries and Benefits

ESTIMATED ACTUAL
Certificated salaries and benefits \$5,780 CSUB funded
Certificated salaries and benefits \$5,189 S/C

ACTION 1j

Actions/Services

PLANNED
Update technology for teachers use (4th through 8th grade)

- Replace current Student Information System with Aeries
- Update technology infrastructure (ERATE)
- Purchase Lexia Reading
- Purchase Nex Gen Math
- Purchase 1 to 1 Chromebooks in grades 3 - 5
- Contract with technology company for a IT person one day per week to be on-site to handle issues, repair/replace/maintain equipment, and troubleshoot
- Replace out of date projectors and lamps
- Open PO for Wi-Fi/tech troubleshooting and updates

ACTUAL

- Replaced and installed Aeries
- Purchased Lexia K-5
- Purchased next gen school wide
- 1 to 1 chrome books for grades 3-5
- Update/replace old/broken chrome books
- Update/replace old/broken teacher laptops
- Update/replace projector
- Contract with tech (MJP) for IT guy once a week
- Discovery Education school wide

Expenditures

BUDGETED
Aeries: \$11,800; S/C: Services/Operating Expenditures;

Lexia Reading: \$8,900; S/C: Services/Operating Expenditures

Nex Gen: \$1,500; S/C: Services/Operating Expenditures;

Chromebooks: \$31,000 S/C;

Books and Supplies; \$20,160; S/C: Services/Operating Expenditures

ESTIMATED ACTUAL
Classified salaries & benefits \$23,126 S/C
Books & Supplies \$25,560 S/C
Equipment \$31,000 S/C

ACTION 1k

Actions/Services

PLANNED
Teachers will provide integrated and designated ELD to EL students daily

ACTUAL
Part of lesson plans and checked weekly. Checked on weekly admin. Walk throughs.

Expenditures

| |
|-----------------|
| BUDGETED |
| No Cost |

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|-------------------------|
| ESTIMATED ACTUAL |
| No Cost |

ACTION 11

Actions/Services

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|------------------------------------|
| PLANNED |
| Purchase ELA/ELD Textbook Adoption |

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| ACTUAL |
| Journeys/Collection textbook adoption purchase and training |

Expenditures

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|-----------------------------------|
| BUDGETED |
| \$20,000 Base: Books and supplies |

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|--|
| ESTIMATED ACTUAL |
| Houghton Mifflin textbooks = \$30,115 (0000) PD for teachers = \$800 (3010) |

ACTION 2

Actions/Services

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| PLANNED |
| 2. Teachers will be provided with professional development in the following concepts and research- based instructional strategies to build their capacity: |
| <ul style="list-style-type: none"> • PLC-Refresher • PBIS-Tier III • Thinking Maps-Refresher • Write From the Beginning • Cooperative Grouping • ELA/ELD Textbook Training • Instructional Rounds • Collaboration Strategies • Purchase the book, Coherence by Michael Fullan for faculty book study • AVID (6-8th grade only) <ul style="list-style-type: none"> ○ Annual Contract ○ Summer Institute ○ Contract with KCSOS • Leadership Team Professional Development <ul style="list-style-type: none"> ○ LCAP Training ○ Workshop with Michael Fullan ○ Collaboration Training • Westside Smalls Summer Institute: <ul style="list-style-type: none"> ○ New ELD Standards and Integrated v. Designated ELD time with Jill Hamilton-Bunch ○ Nex Gen Math with Erin Walker ○ Brain Research with Julie Adams |

| |
|---|
| ACTUAL |
| 2. Teachers will be provided with professional development in the following concepts and research- based instructional strategies to build their capacity: |
| <ul style="list-style-type: none"> • PLC-Refresher • PBIS-Tier III • Thinking Maps-Refresher • Write From the Beginning • Cooperative Grouping • ELA/ELD Textbook Training • Instructional Rounds • Collaboration Strategies • Purchase the book, Coherence by Michael Fullan for faculty book study • AVID (6-8th grade only) <ul style="list-style-type: none"> ○ Annual Contract ○ Summer Institute ○ Contract with KCSOS • Leadership Team Professional Development <ul style="list-style-type: none"> ○ LCAP Training ○ Workshop with Michael Fullan ○ Collaboration Training • Westside Smalls Summer Institute: <ul style="list-style-type: none"> ○ New ELD Standards and Integrated v. Designated ELD time with Jill Hamilton- Bunch ○ Brain Research with Julie Adams ○ Nex Gen Math with Erin Walker |

Expenditures

| <p>BUDGETED</p> <p>Thinking Maps: \$500; Title II; Certificated Salaries and Benefits; Write from the Beginning: \$3,000 (Effective Educator Block Grant); Certificated Salaries and Benefits</p> <p>Instructional Rounds Facilitator Costs: \$4,000; Title II; Services/Operating Expenditures;</p> <p>PD as needed: \$20,000; S/C; Certificated Salaries and Benefits; \$10,500; S/C; Books and Supplies</p> <p>AVID: Summer Institute: \$3641; S/C; Services/Operating Expenditures</p> <p>AVID Annual Contract: \$8,241 S/C Services/Operating Expenditures</p> <p>ELD Standards – no cost</p> <p>Summer Institute costs: \$8,700 S/C Services/Operating Expenditures \$10,250 S/C \$10,250 Educator Effectiveness Grant Cert. Salaries and Benefits</p> <p>Coherence book: \$315 S/C Books and Supplies</p> | <p>ESTIMATED ACTUAL</p> <p>Thinking Maps: \$500; Title II; Certificated Salaries and Benefits; Write from the Beginning: \$3,000 (Effective Educator Block Grant); Certificated Salaries and Benefits</p> <p>PD as needed: \$20,000; S/C; Certificated Salaries and Benefits; \$10,500; S/C; Books and Supplies</p> <p>AVID: Summer Institute: \$3641; S/C; Services/Operating Expenditures</p> <p>AVID Annual Contract: \$8,241 S/C Services/Operating Expenditures</p> <p>ELD Standards – no cost</p> <p>Summer Institute costs: \$8,700 S/C Services/Operating Expenditures \$10,250 S/C \$10,250 Educator Effectiveness Grant Cert. Salaries and Benefits</p> <p>Coherence book: \$315 S/C Books and Supplies</p> <p>Leadership Trainings:</p> |
|---|---|

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|---|---|
| Leadership Trainings: \$4,394 S/C Salaries and Benefits | \$4,394 S/C certificated Salaries and Benefits |
|---|---|

Actions/Services

PLANNED
Collaboration time will be provided to teachers to do the following:

- Create standards-based units of study for math and ELA
- "Early out" Wednesdays for collaboration with teachers and teachers from other districts
- Quarterly planning days for teachers
- Four teachers to attend the PLC Institute in October
- PD for teachers in the above mentioned areas (both on/offsite) as needed

ACTUAL
Collaboration time provided to teachers to do the following:

- Create standards-based units of study for math and ELA
- "Early out" Wednesdays for collaboration with teachers and teachers from other districts
- Quarterly planning days for teachers
- Four teachers to attend the PLC Institute in October
- PD for teachers in the above mentioned areas (both on/offsite)

Expenditures

BUDGETED
Quarterly Planning Days:
\$5,703; Title II; Certificated Salaries and Benefits

PLC Institute:
\$5,275; S/C;
Services/Operating Expenditures

ESTIMATED ACTUAL
Quarterly Planning Days:
\$5,703; Title II; Certificated Salaries and Benefits

PLC Institute:
\$5,275; S/C;
Services/Operating Expenditures

Actions/Services

PLANNED
Superintendent/Principal and Program Coordinator to attend leadership trainings to better support the teachers teach research-based strategies.

- Superintendent/Principal
 - SSDA Regional Meeting; July 1
 - ACSA Superintendent Academy (various weekends)
 - SSDA Superintendent's Bootcamp July
 - ACSA Leadership Summit November
 - Superintendent's Symposium February
 - CISC Symposium January
 - SSDA Annual Conference in March
 - Program Coordinator
 - ACSA Women in Leadership Conference in October

ACTUAL
Superintendent/Principal and Program Coordinator to attend leadership trainings to better support the teachers teach research-based strategies.

- Superintendent/Principal
 - SSDA Regional Meeting; July 1
 - ACSA Leadership Summit November
 - Superintendent's Symposium February
 - SSDA Annual Conference in March
 - Program Coordinator
 - ACSA Principal Academy; various weekends
 - AVID Summer Institute (Goal 1.2)

AVID Site Coordinator Training; two per year

- ACSA Principal Academy; various weekends
- ACSA Leadership Summit November
- AVID Summer Institute (Goal 1.2)

AVID Site Coordinator Training; two per year

BUDGETED

AVID: \$1,320; S/C;
Services/Operating Expenditures

New Supt. Symposium:
\$800; Base; Services/Operating Expenditures

ACSA
Superintendent Academy:
\$1,465; Base; Services/Operating Expenditures

ACSA
Leadership Summit:
\$2,334; S/C; Services/Operating Expenditures

Supt. Symposium:
\$1,000; Base Services/Operating Expenditures

SSDA Annual Conference:
\$500; Base; Services/Operating Expenditures

ACSA
Principal's Academy;
\$2,930; Base; Services/Operating Expenditures

ESTIMATED ACTUAL

AVID: \$1,320; S/C;
Services/Operating Expenditures

ACSA
Superintendent Academy:
\$1,465; Base; Services/Operating Expenditures

Supt. Symposium:
\$1,000; Base Services/Operating Expenditures

SSDA Annual Conference:
\$500; Base; Services/Operating Expenditures

Expenditures

ANALYSIS

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

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

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

The overall the actions and services for this goal were implemented as planned with a few exceptions. Teachers were given new textbooks in Language Arts. In addition, they were given replacement books in all other core areas. Implementation of Thinking Maps and Write from the Beginning has increased the rigor across all curricular areas. We saw an increase in all subgroups in both language arts and math. What was laid out as part of our implementation plan was followed closely by staff to ensure success of our students.

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

Actions and services for this goal were effective due to data collected showing:

- Students having access to material
- 100% of EL students getting additional time (30 min.) for ELD instruction
- A high percentage of CCSS instruction taking place in the classroom
- A broad course of study offered including music, digital literacy, AG Science, and AVID
- We are making growth toward our goal of 8th graders on level for math when they graduate
- We are making growth toward our goal of 3rd and 5th graders being on grade level for reading

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Semitropic stayed close to the materials budgeted to the actual expenditures. The only difference came in the cost difference of the ELA textbook adoption.

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

There was an added cost of the ELA textbook that we had to adjust for. In addition, as a team we decided we wanted to use ALEKS, a math intervention program, with was an additional cost that was added.

Goal 2

Build a safe environment that promotes character development and provides safe facilities for learning.

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

The rate of suspensions will decrease by 50% as indicated on the School Wide Information System (SWIS). Referral rates will decrease by 50% as indicated on SWIS. The PBIS team will pull monthly behavior reports to determine if this decrease is occurring. The facilities plan will be created and implemented by the Superintendent and Director of MOT according to the timeline outlined in the plan.

Priority 6A:

In 2015 - 16, 0.01% of students were suspended from school. Referrals were given at an average rate of 1.5 referrals per day. **MO: Decrease number of students suspended from school by 1 student. MO: Decrease average rate of referrals per day by 0.25 referrals.**

Priority 6B:

0% of students were expelled. **MO: Maintain the percentage of students expelled to 0%.**

Priority 6C:

Parents, teachers, and staff will be surveyed each year to measure whether this system is continuing to improve the school climate by decreasing the number of behavioral referrals to the office.

ACTUAL

The PBIS team met monthly to evaluate the referral rates. The number of referrals did decrease overall and the number of majors and minors decreased. A facilities plan was created and reviewed whole staff.

Priority 6A:

In 2016-17, 0.008% of students were suspended from school. Referrals were given an average rate of 0.44 referrals per day.

Priority 6B:

We continued to have 0% of students expelled from school this year.

Priority 6C:

All stakeholders were surveyed and responses indicated that PBIS continues to have a positive effect on the school climate and as shown by the data it has had a positive decline on referrals to the office.

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 **2a**

| | | |
|------------------|--|--|
| Actions/Services | <p>PLANNED The district will implement Tier II of PBIS to reduce suspensions and expulsions by 50%</p> <ul style="list-style-type: none"> • PBIS Team to be trained in Tier III • Staff training in Tier III and review of Tier I and Tier II • Provide noon aides during recess times | <p>ACTUAL Staff certificated and classified was trained by KCSOS staff member on Tier II of PBIS. Also reviewed Tier I and Tier III. Staff members were given websites for reference and other tools that might be used as PBIS incentives to help.</p> |
| Expenditures | <p>BUDGETED PBIS Team to Tier III training: \$2,500; S/C; Services/Operating Expenditures</p> <p>Purchase SWIS for Tier I and II: \$750; S/C; Services/Operating Expenditures</p> <p>Noon Aides: \$38,399; Base; Classified Salaries and Benefits</p> | <p>ESTIMATED ACTUAL</p> <ul style="list-style-type: none"> • Services and Operations \$350 S/C • Classified Salaries & Benefits \$23,039 Base • S/C Services & Operations \$2500 |

ACTION 2b

| | | |
|------------------|---|--|
| Actions/Services | <p>PLANNED The district will continue to implement Safe School Ambassadors as a measure to prevent incidents of bullying on campus.</p> | <p>ACTUAL The school did not continue safe school ambassadors. With new staff (new phycologist, special ed, and superintendent) it wasn't done this year.</p> <p>We did implement "Stop!" which is a reporting app that allows students to report cases of bullying.</p> <p>2017-18 our goal is to start up Safe School Ambassadors again as a way to empower the students to help with prevention of bullying on campus.</p> |
| Expenditures | <p>BUDGETED Two day training of students and teachers: \$1,500; REAP; Services/Operating Expenditures; \$200; REAP; Books and Supplies</p> | <p>ESTIMATED ACTUAL Two day training of students and teachers: \$1,500; REAP; Services/Operating Expenditures; \$200; REAP; Books and Supplies</p> |

ACTION 2c

| | | |
|------------------|--|--|
| Actions/Services | <p>PLANNED The district will hire an Americorp person to work with students and parents who need additional support for behavior interventions.</p> | <p>ACTUAL The Americorp person worked closely with some of our students who had some problems with attendance and behavior. She worked with the families and it made a difference in the students' behavior and attendance at school.</p> |
|------------------|--|--|

Expenditures

BUDGETED
 \$10,000; S/C; Services/Operating Expenditures

ESTIMATED ACTUAL
 Operating and Services \$10,000 S/C

ACTION 2d

Actions/Services

PLANNED
 The district will maintain transportation equipment and classroom facilities in good repair, as determined by the William's FIT Report and will create a plan to prioritize modernization and site repair work to ensure a safe environment for students and staff.

- Maintain classroom facilities in good repair.
- Replace coolers in the cafeteria
- Finish all hard surface repairs, if needed
- Complete the security fencing project.
- Repair shop door in MOT garage.
- Evaluate/repair any electrical issues.
- Purchase student desks and chairs for two classrooms.
- Purchase a new bus

ACTUAL
 Transportation equipment and classroom facilities are in good repair as determined by the William's FIT Report done in August 2016. The director of MOT and Superintendent have created a plan for the following repairs:

- Replace coolers in cafeteria = summer 2018
- Finish all hard surface repairs = summer 2017
- Complete security fencing project = summer 2018
- Repair shot door in MOT garage = winter 2017
- Evaluate/repair any electrical issues = ongoing
- Purchase new desks and chairs = done (summer 2016)
- Purchase new bus = done (summer 2016)
- Purchased new MOT truck (spring 2017)

Expenditures

BUDGETED
 \$25,000 for facilities' projects; Base; Supplies; Services/Operating Expenditures
 \$15,807: Replace furniture; Base; Supplies
 \$162,000 for new bus; Base; Capital Outlay

ESTIMATED ACTUAL

- Replacement furniture = \$15,769 (0000) Base
- New bus = \$133,000 Equipment & Base
- New MOT truck = \$33,000 Equipment & Base
- Facilities Projects – Operating Exp. \$25,000 Base

ANALYSIS GOAL #2

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

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

| | |
|--|---|
| Describe the overall implementation of the actions/services to achieve the articulated goal. | The overall the actions and services for this goal were implemented as planned with a few exceptions. Teachers were given new textbooks in Language Arts. In addition, they were given replacement books in all other core areas. Implementation of Thinking Maps and Write from the Beginning has increased the rigor across all curricular areas. We saw an increase in all subgroups in both language arts and math. What was laid out as part of our implementation plan was followed closely by staff to ensure success of our students. |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | Actions and services for this goal were effective due to data collected showing: Our daily average office referral was reduced, meeting our targeted goal. We maintained 0% of students being expelled from school We surveyed all stakeholders on the effectiveness of the PBIS program and the culture of the campus. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | The material difference between the budgeted expenditures and the estimated actual expenditures: <ul style="list-style-type: none">• We utilized the ILN team for PBIS training with allowed Semitropic to save on some cost that was otherwise budgeted. |
| 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. | Any changes made were made only after looking at the data and adding something that might help student success, for example the ALEKS software math program (1d). We also did not continue the Safe School Ambassador program this year, but continue to do so next school year. With new administration and new staff it was one item that did not get done. |

Goal 3

Create positive relationships with our students, parents, and community members.

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:

The district/school will continue to use parent involvement tools and apps to seek parent input in making decisions for the school. **MO: 80% of parents and families will attend parent-teacher conferences and two other activities per year as measured by sign-in sheets.**

Priority 3B:

The school will continue using our Facebook page, school website, Parent Square, and regular mail to promote parent participation in programs of our unduplicated pupils. **MO: 80% of parents and families will attend parent-teacher conferences and two other activities per year as measured by sign-in sheets.**

Priority 3C:

The school will continue using our Facebook page, school website, Parent Square, and regular mail to promote parent participation in programs of our unduplicated pupils. **MO: 80% of parents and families will attend parent-teacher conferences and two other activities per year. MO: 100% of parents and families will attend IEP meetings and 504 meetings as scheduled as evidenced by signed invitations and IEPs.**

Priority 5A:

Student attendance rates increased in 2014-15 to 94%. In 2015 - 2016 the attendance rate increased to 96.3%. **MO: Increase attendance rate by 1% each year.** Parents of exceptional needs students are invited to attend all IEP meetings pertaining to their

ACTUAL

Priority 3A:

District/school used a variety of apps to encourage parent input. We had 85% of parents and families attend parent-teacher conferences. In addition, we had a large turnout for our back to school night with 65% of our parents showing and a large turnout for our Open House at the end of the school year as measured by sign in sheets.

Priority 3B:

The school continued to use the district Facebook page, website and Parent Square to promote parent participation. In addition, the school/district started using Instagram and twitter as additional ways to get our message out there to parents and community members. We made our measurable outcome by 85% of our parents attending parent teacher conferences.

Priority 3C:

The use of use of Facebook, website, Twitter, Instagram, Parent Square and regular mailings have helped parents of our unduplicated pupils be aware of all that is going on in our school at all times. We have a high number of parents who attend meetings. 100% of our parents attend IEP meetings as scheduled.

Priority 5A:

The attendance rate for 2016-17 was 96.5%. We had a slight increase in our attendance rate. Parents of students who were invited to IEP meetings all

| | |
|--|---|
| student. This could be in the form of an initial, triennial, or annual IEP. Parents and teachers are welcome to call an IEP at any time should a need or concern arise. Meetings are also held initially and annually for students on 504 plans. | who were on 504 plans. |
| Priority 5B: Chronic absenteeism rates are .09%. Decrease chronic absenteeism rate by .01% each year. | Priority 5B: Chronic absenteeism rate this year was .01%. We met our goal. |
| Priority 5C: Middle school dropout rates were 0%. MO: Maintain our current drop-out rate of 0%. | Priority 5C: Our middle school dropout rate for 2016-17 school year remains 0%. |
| Priority 5D: High school dropout rates, NA. | Priority 5D: NA |
| Priority 5E: High school graduation rates, NA. | Priority 5E: NA |

ACTIONS / SERVICES

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

Action **3a**

Actions/Services

| PLANNED | ACTUAL |
|--|--|
| <p>Student Attendance</p> <ul style="list-style-type: none"> • Superintendent/Principal will continue to send home attendance letters twice a month and meet with the parents of students who have receive the second attendance letter. • Superintendent/Principal will refer parents to the Delano PD when their students have accumulated 10 unexcused absences or tardies or a combination of unexcused absences or tardies. • Students who have a monthly perfect attendance rate of 88% will be invited to attend a Wildcat Activity each month. • Students who have 100% perfect attendance each quarter will receive an award at the quarterly awards assembly. • Students who have 100% perfect attendance for the | <p>Student Attendance:</p> <ul style="list-style-type: none"> • Superintendent/Principal sent letters home to parents of students who received the second attendance letter • Superintendent/Principal referred parents to Delano PD 3 families for students who had 10 unexcused absences or tardies or a combination of excused absences/tardies • Students who have a monthly perfect attendance rate of 88% got to attend Wildcat day. • 100% quarterly attendance got award at Quarter Honor Assembly • Teachers gave 5 ROAR tickers weekly for perfect attendance |

year, will receive recognition and be invited to attend the Perfect Attendance Party at an off- campus site in May.

- Teachers can award students who have weekly perfect attendance with 5 ROAR tickets.
- Americorp person will work with office clerk to meet with parents of students who have attendance issues monthly.

Expenditures

BUDGETED
 No cost Incentives:
 \$2,000; Lottery; Books and Supplies

ESTIMATED ACTUAL
 Books and Supplies \$2,000 (Lottery 1100)

Action 3b

Actions/Services

PLANNED
 Parent Engagement:

- Superintendent/Principal will utilize social media and technology to notify parents of school events on campus via Parent Square; messages sent in both English and Spanish
- Hold two family nights per year: Math/Science in the Fall and Reading in the Spring
- Student Incentives will be given to individual students and classrooms who have the greatest percentage of parents attend a school event.
- Refreshments and/or child care will be provided at events.
- Purchase projector screen in cafeteria for Parent Nights
- Purchase a sound system to be used in cafeteria during parent nights, assemblies, and performances
- Purchase digital display board for outside building to promote activities to parents

ACTUAL
 Parent Engagement:

- Superintendent/Principal utilized social media (Facebook, Twitter, Instagram, Parent Square) to notify parents of school events on campus
- Held Math night and Literacy night (fall and spring)
- Family picnic days
- Muffins with Mom
- Donuts with Dad
- Projector screen and sound system were purchased and installed summer 2016
- Digital display board purchased and utilized summer 2016

Expenditures

BUDGETED
 Parent Square:
 \$1,000; School Loop: \$250; Base; Services/Operating Expenditures

Family Night Supplies:
 \$1,500; S/C;
 Books & Supplies;
 \$4,000: S/C; Certificated Salaries and Benefits

Sound System in Cafeteria:
 \$11,098; S/C; Services/Operating Expenditures

Digital Display Board: \$11,928; S/C;

ESTIMATED ACTUAL

- Services and Operating \$ 1,250 Base
- Books and Supplies \$4,900 S/C
- Equipment \$32,294 S/C

Action 3c

Actions/Services

PLANNED

Student Engagement:

- Hire a full-time music teacher to teach music to students. (Grades 5-8)
- Purchase choir microphones
- Repair/Replace/Purchase music equipment and supplies for music and choir
- Classrooms will use Whole Brain Teaching Strategies to engage students in the learning process
- Continue to use Accelerated Reader as a reading incentive
- Teachers will continue to utilize Class Dojo to incentivize student engagement in the classroom.
- Staff members will hand out ROAR tickets when students are following the school rules.
- Students will use ROAR tickets to "pay" for ROAR activities.
- Teachers will technology in the classroom to create lessons and activities that engage all students in the learning process.
- Purchase sports equipment for students to use during recess, PE, and Wildcat Day.
- Continue to increase physical fitness results in grades 5 and 7 by providing mandated minutes in PE in all grades

Upgrade student technology devices and increase student technology use.

BUDGETED

Music Teacher:

\$71,020; S/C; Certificated Salaries and Benefits

Accelerated Reader: \$1,375; Base; Services/Operating Services

ROAR Activities:

\$4,500; REAP; Books and Supplies

Sports Equipment:

\$3,000; S/C; Books and Supplies

Expenditures

ACTUAL

Student Engagement:

- Full time music teacher pushes in grades K-8
- Purchased supplies for music and choir
- Classrooms have begun Whole Brain teaching strategies to engage student learning. Mr. Wilson has done whole staff PD on WBT.
- 95% of teachers utilize Class Dojo
- 100% of the staff hand out ROAR tickets and encourage students to ROAR on a regular basis.
- Students "Pay" to take part in the ROAR activities available (wii games, lunch with principal, free recess time, board games...)
- Purchased equipment for PE throughout the year and at the start of each sport season.
- Student chrome books have been upgraded in grades 3rd-5th and student usage has increased

ESTIMATED ACTUAL

- Music teacher = \$71,020 salaries and benefits
- AR = \$2,686 services and operating s/c
- ROAR activities and incentives = \$4500 Books and supplies
- Sports Equipment/Trophies = \$3000 Books and supplies

ANALYSIS GOAL #3

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.

For goal 3 our overall implementation was consistent. We worked to increase the different ways to communicate with parents and students outside of school. In addition, we worked to have more positive interactions at school with students and family members. We installed an electronic marquee that displays timely relevant information. In addition we installed a sound system in the cafeteria to help facilitate the parent meetings and assemblies held in there.

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

We were effective in achieving our goals but still have room to grow. This school year, we found ourselves with several new staff members and the increased communication with parents helped to make connections with new faces.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was only slight difference in budgeted monies and expenditures. The majority of expenses were put to use for student incentives and parent/home communication.

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.

The district was able to provide more positive interaction with family and students. With the continued implementation of PBIS we have higher attendance rate and lower rate of referrals per day. However, we need to have in place a more comprehensive survey that will address the positive culture from all areas.

Change:

In the 2017-18 school year, Semitropic will work with KCSOS to implement the California Healthy Kids Survey to all 5th and 7th grade students, parents, and all staff in order to ensure the district is creating a positive environment for all involved.

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?

Semitropic School District actively seeks stakeholder engagement and realizes stakeholder engagement is an integral part of developing an effective plan. Semitropic uses a variety of meetings and activities to involve stakeholders in the LCAP process including the discussion and review of goals, district data as well as proposed actions and services. The district consulted with all stakeholders during the planning process for this LCAP review and analysis. Monthly, the Superintendent met with the school site leadership team teachers to discuss the LCAP goals. At each meeting we would see where we were in terms of growth/movement/meeting our goals. Each grade level leader would meet with their team each month to discuss the grade spans focus and how that relates to the LCAP goals. The site teachers and administrators would meet monthly to discuss data and its significance to the district LCAP. Monthly the Superintendent would meet with the school site PBIS team to discuss the school sites PBIS progress. We looked at the data and how it pertained to the LCAP and out over arching goal. We then looked at how the positive incentives we currently have in place, such as Wildcat days, are affecting our attendance, if at all. In addition, the Superintendent meets monthly with the MOT director to discuss the facilities and the needs. A list is generated of needs and a comparison is made to our LCAP to ensure we maintain a safe and secure site. Furthermore, parent meetings have been completed (i.e. Math night in the Fall, parent conferences in October, Back to school night in September, Open House in May, Literacy Night in the Spring, SSC). At these meetings, parents were given information on CCSS, LCFF and LCAP. In addition, parents were given the opportunity to fill out surveys giving input on what they would like to see in their child's classroom. There have also been more informal times that parents have been invited on campus (i.e. Muffins with Mom, Family Picnic Day(s), Donuts with Dad) where the Superintendent met with parents one-on-one and discussed items they would like to see for improvement or areas they felt Semitropic was doing well in. The Superintendent also met with student leadership members twice this year to get direct feedback from them on what they feel would improve our district. In addition, the Superintendent reviewed the LCAP goals with the students so they could have an understanding of the district's plan. The students were also given a survey to complete asking for their input. Finally, through our monthly board meetings, the board and the Superintendent take public comments where members of the public are invited to give input to ways we can improve our LCAP process. On June 7th, a draft of the LCAP plan was presented allowing all stakeholders to pose questions, comments or concerns prior to finalizing the LCAP for the 2017-18 school year. Superintendent did not have any DAC/DELAC questions or comments to respond to in writing.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Through the collaboration of all stakeholders, the input was taken into consideration when developing Semitropic's LCAP for the upcoming year. It allowed us to see areas that we needed to continue our focus and allowed us to see where we are doing well. Through the feedback that was received we were able to lay out a plan similar to our 2016-2017 LCAP plan with minor changes. All stakeholders believed we should keep the goals that were in place for the 2016-17 school year and strive to make needed growth. It is believed that the reason for slight and not drastic changes is due to the fact that through the LCAP process for the last few years our stakeholders have been very vocal and part of the process. Therefore, with everyone having input, there are no questions or concerns when it comes to moving forward.

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 Unchanged

Goal 1

Achieve academic rigor that increases student proficiency in all core subjects using 21st century skills: critical thinking, communication, collaboration, and creativity.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Our goal is to increase student achievement in all core areas by 9% as measured by benchmark and CAASPP data by 2019. Therefore, student achievement will increase by 3% as measured by the CAASSP each year for the next three years in all core areas.

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|--|--|--|
| Priority 1A: The district will continue to hire Highly Qualified Teachers to provide instruction. (Schoolwide) | Priority 1A: 92% of our teachers are highly qualified and appropriately assigned. | Priority 1A: 94% fully credentialed and appropriately assigned. | Priority 1A: 100% fully credentialed and appropriately assigned. | Priority 1A: 100% fully credentialed and appropriately assigned. |
| Priority 1B: 100% of pupils have sufficient access to the standards-aligned materials as evidenced in our William's report. | Priority 1B: 100% of pupils have sufficient access to the standards-aligned materials as evidenced in our William's Report. | Priority 1B: Maintain 100% of students having standards-aligned materials. | Priority 1B: Maintain 100% of students having standards-aligned materials. | Priority 1B: Maintain 100% of students having standards-aligned materials. |
| Priority 1C: School facilities are | Priority 1C: All facilities continue to have an | Priority 1C: Maintain all facilities rating of | Priority 1C: Maintain all facilities rating of | Priority 1C: Maintain all facilities rating of "good" |

| | | | | |
|--|---|--|--|---|
| <p>maintained in good repair as indicated on our William's FIT Report</p> | <p>overall rating of "good" as indicated on the FIT report.</p> | <p>"good" as reported on the FIT.</p> | <p>"good" as reported on the FIT.</p> | <p>as reported on the FIT.</p> |
| <p>Priority 2A: Teachers fully implement state adopted academic content and performance standards as evidenced in classroom observation data. MO: Increase the amount of performance-based tasks requiring students to engage in critical thinking, communication, collaboration, and creativity in all classrooms by 5% as evidenced in walk through observations.</p> | <p>Priority 2A: Teachers have implemented academic standards in their classrooms 85% of the time as evidenced in classroom observation data. 15% of the observation data showed time spent on reteach and/or small group instruction. Little to no classroom data was gathered observing students engaging in performance-based tasks. However, as evidenced by PLC discussions/planning days and end products, performance-based tasks were taking place across grade levels.</p> | <p>Priority 2A: 90% of the time teachers are implementing CCSS in the classroom as observed during admin observations and lesson plans. 10% of the time, teachers are engaging students in performance-based tasks as observed during admin observations and/or lesson plans.</p> | <p>Priority 2A: 95% of the time teachers are implementing CCSS in the classroom as observed during admin observations and lesson plans. 15% of the time, teachers are engaging students in performance-based tasks as observed during admin observations and/or lesson plans.</p> | <p>Priority 2A: 100% of the time teachers are implementing CCSS in the classroom as observed during admin observations and lesson plans. 25% of the time, teachers are engaging students in performance-based tasks as observed during admin observations and/or lesson plans.</p> |
| <p>Priority 2B: Programs offered to all students, particularly our EL student population, enable 100% of students to access the CCSS and the ELD standards for the purpose of gaining academic content knowledge and English Language Proficiency. EL students are provided an additional 30-40 minutes daily of ELD instruction, in addition to being provided ELA intervention based on assessment data. MO: ELD standards will be implemented in class for integrated instruction daily and additional 30-40 minutes of instruction daily for designated instruction as</p> | <p>Priority 2B: We have 100% of our EL students getting access to the CCSS and ELD standards. Each grade level provides an additional 30 minutes of ELD instruction is monitored through lesson plan checks and admin walk through during those times. Intervention priority is provided to our EL students whose data shows are in the highest need. This year we have redesignated 13% of our EL students.</p> | <p>Priority 2B: Maintain 100% EL students getting access to CCSS and ELD standards. Maintain 100% EL students getting additional 30 minutes of ELD instruction daily</p> | <p>Priority 2B: Maintain 100% EL students getting access to CCSS and ELD standards. Maintain 100% EL students getting additional 30 minutes of ELD instruction daily</p> | <p>Priority 2B: Maintain 100% EL students getting access to CCSS and ELD standards. Maintain 100% EL students getting additional 30 minutes of ELD instruction daily</p> |

| | | | | |
|---|---|--|--|---|
| evidenced in lesson plans. | | | | |
| Priority 4A: State Assessments | Priority 4A: 2015-16 CAASPP results, 25% of our students met or exceeded standards in math and 20% met or exceeded standards in ELA. Looking at subgroups; Hispanics had a growth of 8.2 points, SES growth of 7.8 points, EL growth of 3.3 points, and sped growth of 26.7 points in ELA. For math, the subgroups showed the following: EL had a decline of 2.2 points, SES a growth of 4.4 points, Hispanics maintained and sped growth of 38.1 points. | Priority 4A: Increase number of students who meet or exceed standards by 3% in math and ELA as measured by CAASPP. | Priority 4A: Increase number of students who meet or exceed standards by 6% in math and ELA as measured by CAASPP. | Priority 4A: Increase number of students who meet or exceed standards by 10% in math and ELA as measured by CAASPP. |
| Priority 4B: Academic Performance Index | Priority 4B: API-NA | Priority 4B: NA | Priority 4B: NA | Priority 4B: NA |
| Priority 4C: Percentage of pupils completing a-g or CTE sequences/programs. | Priority 4C: US or CSU Requirements – NA | Priority 4C: NA | Priority 4C: NA | Priority 4C: NA |
| Priority 4D: The percentage of EL pupils who made progress towards English proficiency as measured by the CELDT is 45%. MO: Increase the percentage of EL pupils who made progress towards English proficiency by 2% as measured by the CELDT/ELPAC | Priority 4D: 45% of EL students made progress towards English proficiency as measured by CELDT/ELPAC. | Priority 4D: 47% of EL students will make progress towards English proficiency as measured by CELDT/ELPAC | Priority 4D: 50% of EL students will make progress towards English proficiency as measured by CELDT/ELPAC | Priority 4D: 52% of EL students will make progress towards English proficiency as measured by CELDT/ELPAC |
| Priority 4E: Our EI reclassification was 13% in 2016-17. MO: Increase redesignation rate by 2% each year. MO: Decrease our long-term | Priority 4E: 19 of our 151 (13%) of our English Learners were reclassified 2016-17. 65% of our English Learners are classified "long-term." | Priority 4E: 15% of our EL students will be reclassified. Our long-term EL students will decrease to 63%. | Priority 4E: 18% of our EL students will be reclassified. Our long-term EL students will decrease to 60%. | Priority 4E: 20% of our EL students will be reclassified. Our long-term EL students will decrease to 55%. |

| | | | | |
|---|---|---|---|---|
| EL by 2%. | | | | |
| Priority 4F Percentage of students passing AP exam with 3 or higher | Priority 4F NA | Priority 4F NA | Priority 4F NA | Priority 4F NA |
| Priority 4G Percentage of pupils who participate in and demonstrate college preparedness on EAP or higher | Priority 4G NA | Priority 4G NA | Priority 4G NA | Priority 4G NA |
| Priority 7A: A broad course of study is offered to all students as well as all core subject areas are taught. | Priority 7A: We have a music teacher that pushes into K-5 th grades to provide music instruction. In addition, the teacher pulls out 6 th -8 th for elective. We also have the following electives for our 6 th -8 th students: digital literacy, Ag. Science, and AVID. | Priority 7A: Maintain music teacher that provides music instruction K-8. Maintain a variety of electives to 6 th -8 th grades. Introduce AVID whole school. | Priority 7A: Maintain music teacher that provides music instruction K-8. Maintain a variety of electives to 6 th -8 th grades. Maintain AVID schoolwide. | Priority 7A: Maintain music teacher that provides music instruction K-8. Maintain a variety of electives to 6 th -8 th grades. Maintain AVID schoolwide. |
| Priority 7B: Programs and services for unduplicated pupils. | Priority 7B: All programs and services offered are based on CCSS. Cross level teams meet weekly to determine the needs of unduplicated students based on assessment data. Intervention class is fluid for those who make progress will quickly be moved out and replaced with those who are in need of the additional help. | Priority 7B: Maintain 100% services offered being based on CCSS. Maintain intervention and the use of data, analyzed during PLC time to help those with highest need. (K-5 Lexia, 3-8 ALEKS, Read Naturally) | Priority 7B: Maintain 100% services offered being based on CCSS. Maintain intervention and the use of data, analyzed during PLC time to help those with highest need. (K-5 Lexia, 3-8 ALEKS, Read Naturally) | Priority 7B: Maintain 100% services offered being based on CCSS. Maintain intervention and the use of data, analyzed during PLC time to help those with highest need. (K-5 Lexia, 3-8 ALEKS, Read Naturally) |
| Priority 7C: Programs and services for pupils with exceptional needs. | Priority 7C: All programs and services offered are offered to all students including those with exceptional needs, which include Music, AVID, AG Science, Digital Library and all of our sports programs. | Priority 7C: Maintain our programs and services that are currently offered to all students including students with exceptional needs. | Priority 7C: Maintain our programs and services that are currently offered to all students including students with exceptional needs. | Priority 7C: Maintain our programs and services that are currently offered to all students including students with exceptional needs. |
| Priority 8A: All 3 rd grade students reading at or above | Priority 8A: 52% of 3 rd graders are currently reading at grade level at the end | Priority 8A: 55% of 3 rd graders read at or above grade level according to | Priority 8A: 65% of 3 rd graders read at or above grade level according to | Priority 8A: 80% of 3 rd graders read at or above grade level by the end of the year |

| | | | | |
|--|--|--|--|---|
| grade level by the end of the year as measured by our CBM data. | of the school year as measured by STAR assessment data. | end of the year CBM data (STAR assessment). | end of the year CBM data (STAR assessment) | according to end of the year CBM data (STAR assessment). |
| Priority 8B: All 5 th graders reading at or above grade level by the end of the year as measured by our CBM data. | Priority 8B: 8% of 5 th graders are reading at or above grade level at the end of the year as measured by our CBM data. | Priority 8B: 25% of 5 th graders read at or above grade level according to end of the year CBM data (STAR assessment). | Priority 8B: 55% of 5 th graders read at or above grade level according to end of the year CBM data (STAR assessment). | Priority 8B: 70% of 5 th graders read at or above grade level according to end of the year CBM data (STAR assessment). |
| Priority 8C: All of our 8 th graders meet or exceed grade level standards in math by the end of the year as measured by our CBM data and CAASPP data. | Priority 8C: 79% of our 8 th grade students met or exceeded grade level standards based on the last CFA. However, only 35% of our 8 th graders met or exceeded grade level standards at the end of the school year according to CAASPP. | Priority 8C: 85% of 8 th graders will meet or exceed grade level standards based on the CFA data. Also 45% of 8 th grade students will meet or exceed grade level according to the CAASPP testing. | Priority 8C: 90% of 8 th graders will meet or exceed grade level standards based on the CFA data. Also 50% of 8 th grade students will meet or exceed grade level according to the CAASPP testing. | Priority 8C: 90% of 8 th graders will meet or exceed grade level standards based on the CFA data. Also 55% of 8 th grade students will meet or exceed grade level according to the CAASPP testing. |
| Priority 8D: Increase rate of physical fitness by 1% each year in each subtest in grades 5 and 7 as evidenced in Physical Fitness Results. | Priority 8D: 2015-16 Physical Fitness Results: Aerobic Capacity 5 th grade –31.8%, 7 th grade—35.7%; Body Composition: 5 th grade – 36.4%, 7 th grade—39.3%; Abdominal Strength: 5 th grade—95.5%, 7 th grade 17.9%; Trunk Extension Strength: 5 th grade – 100%, 7 th grade 100%; Upper Body Strength: 5 th grade – 45.5%, 7 th grade—39.3%; Flexibility: 5 th grade – 59.1, 7 th grade—21.4% | Priority 8D: Aerobic Capacity 5 th grade – 32.8%, 7 th grade—36.7%; Body Composition: 5 th grade –37.4%, 7 th grade—40.3%; Abdominal Strength: 5 th grade—96.5%, 7 th grade 18.9%; Trunk Extension Strength: <i>maintain</i> 5 th grade – 100%, 7 th grade 100%; Upper Body Strength: 5 th grade – 46.5%, 7 th grade—40.3%; Flexibility: 5 th grade – 60.1, 7 th grade—22.4% | Priority 8D: Aerobic Capacity 5 th grade – 33.8%, 7 th grade—37.7%; Body Composition: 5 th grade –38.4%, 7 th grade—41.3%; Abdominal Strength: 5 th grade—97.5%, 7 th grade 19.9%; Trunk Extension Strength: <i>maintain</i> 5 th grade – 100%, 7 th grade 100%; Upper Body Strength: 5 th grade – 47.5%, 7 th grade—41.3%; Flexibility: 5 th grade – 61.1, 7 th grade—23.4% | Priority 8D: Aerobic Capacity 5 th grade –34.8%, 7 th grade—38.7%; Body Composition: 5 th grade –39.4%, 7 th grade—42.3%; Abdominal Strength: 5 th grade—98.5%, 7 th grade 20.9%; Trunk Extension Strength: <i>maintain</i> 5 th grade – 100%, 7 th grade 100%; Upper Body Strength: 5 th grade – 48.5%, 7 th grade—42.3%; Flexibility: 5 th grade – 62.1, 7 th grade—24.4% |

PLANNED ACTIONS / SERVICES

Action **1a**

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 Group(s) | <input type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student |
| <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 |
| The district will continue to hire Highly Qualified Teachers to provide instruction. (Schoolwide) Semitropic will work with KCSOS and providing BTSA for new staff. In addition, current/relevant PD will be provided to ensure growth as a professional for all staff | The district will continue to hire Highly Qualified Teachers to provide instruction. (Schoolwide) Semitropic will work with KCSOS and providing BTSA for new staff. In addition, current/relevant PD will be provided to ensure growth as a professional for all staff. | The district will continue to hire Highly Qualified Teachers to provide instruction. (Schoolwide) Semitropic will work with KCSOS and providing BTSA for new staff. In addition, current/relevant PD will be provided to ensure growth as a professional for all staff. |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|--|---|--|
| Amount | Amount | Amount |
| a) KCSOS BTSA: \$10,950 (b) \$1,176 (c)ACSA leadership Summit \$2,334 (d)Supt. Symposium \$1,000 (e)SSDA Annual Conference \$500 | (a) KCSOS BTSA: \$10,950 (b)\$1,180 (c)ACSA leadership Summit \$2,334 (d)Supt. Symposium \$1,000 (e)SSDA Annual Conference \$500 | a) KCSOS BTSA: \$10,950 (b) \$1,185 (c)ACSA leadership Summit \$2,334 (d)Supt. Symposium \$1,000 (e)SSDA Annual Conference \$500 (f)ACSA Superintendent Academy |

Source

(f)ACSA Superintendent Academy \$1465
(g) Women in Leadership Conference \$1500
(h)August PD workshop for teachers \$1000

- (a) Sup/Con
- (b) Base
- (c) S/C
- (d) S/C
- (e) S/C
- (f) S/C
- (g) S/C
- (h) S/C

Budget Reference

- (a) Consulting/Operation (5800)
- (b) Teacher's salaries & benefits(1100)
- (c) Travel/conference
- (d) Travel/conference
- (e) Travel/conference
- (f) Travel/conference
- (g) Travel/conference
- (h) Travel/conference
- (i) Certificated salaries & benefits (1100)

Source

(f)ACSA Superintendent Academy \$1465
(g) Women in Leadership Conference \$1500
(h)August PD workshop for teachers \$1000

- (a) Sup/Con
- (b) Base
- (c) S/C
- (d) S/C
- (e) S/C
- (f) S/C
- (g) S/C
- (h) S/C

Budget Reference

- (a) Consulting/Operation (5800)
- (b) Teacher's salaries & benefits (1100)
- (c) Travel/conference
- (d) Travel/conference
- (e) Travel/conference
- (f) Travel/conference
- (g) Travel/conference
- (h) Travel/conference
- (i) Certificated salaries & benefits (1100)

Source

\$1465
(g) Women in Leadership Conference \$1500
(h)August PD workshop for teachers \$1000

- (a) Sup/Con
- (b) Base
- (c) S/C
- (d) S/C
- (e) S/C
- (f) S/C
- (g) S/C
- (h) S/C

Budget Reference

- (a) Consulting/Operation (5800)
- (b) Teacher's salaries & benefits(1100)
- (c) Travel/conference
- (d) Travel/conference
- (e) Travel/conference
- (f) Travel/conference
- (g) Travel/conference
- (h) Travel/conference
- (i) Certificated salaries & benefits (1100)

Action **1b**

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 |
|---|---|---|
| <input checked="" type="checkbox"/> New <input 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 |
| 100% of pupils will have sufficient access to the standards-aligned materials as evidenced in our William's Report. | 100% of pupils will have sufficient access to the standards-aligned materials as evidenced in our William's Report. | 100% of pupils will have sufficient access to the standards-aligned materials as evidenced in our William's Report. |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| <p>Amount</p> <p>(a)\$15,000 (b)\$5,000</p> | <p>Amount</p> <p>(a)\$15,000 (b)\$5,000</p> | <p>Amount</p> <p>(a)\$15,000 (b)\$5,000</p> |
| <p>Source</p> <p>(a)Base (b)Title I</p> | <p>Source</p> <p>(a)Base (b)Title I</p> | <p>Source</p> <p>(a)Base (b)Title I</p> |
| <p>Budget Reference</p> <p>(a)Textbook (4100) (b)Textbook (4100)</p> | <p>Budget Reference</p> <p>(a)Textbook (4100) (b)Textbook (4100)</p> | <p>Budget Reference</p> <p>(a)Textbook (4100) (b)Textbook (4100)</p> |

Action **1c**

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 |
|--|--|--|
| <input checked="" type="checkbox"/> New <input 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 |
| School facilities are maintained in good repair as indicated on our William's FT Report. | School facilities are maintained in good repair as indicated on our William's FT Report. | School facilities are maintained in good repair as indicated on our William's FT Report. |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| <p>Amount</p> <p>(a)\$10,000 (b)\$10,000</p> <p>Source</p> <p>(a)Base (b)Base</p> <p>Budget Reference</p> <p>(a)Site improvement (6170) (b)Operation Expense (5800)</p> | <p>Amount</p> <p>(a)\$10,000 (b)\$10,000</p> <p>Source</p> <p>(a)Base (b)Base</p> <p>Budget Reference</p> <p>(a)Site improvement (6170) (b)Operation Expense (5800)</p> | <p>Amount</p> <p>(a)\$10,000 (b)\$10,000</p> <p>Source</p> <p>(a)Base (b)Base</p> <p>Budget Reference</p> <p>(a)Site improvement (6170) (b)Operation Expense (5800)</p> |

Action **1d**

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 |
| Teachers and Staff will use the RtI model to provide Tier I, II, and III interventions for students struggling in math and ELA. (schoolwide) <ul style="list-style-type: none"> - Quarterly CBM data meetings to monitor student progress - Instructional aides to assist in Tier II interventions - Purchase STAR, Lexia, Nex Gen math for all student and ALEKS for 3rd-8th student. | Teachers and Staff will use the RtI model to provide Tier I, II, and III interventions for students struggling in math and ELA. (schoolwide) <ul style="list-style-type: none"> - Quarterly CBM data meetings to monitor student progress - Instructional aides to assist in Tier II interventions - Purchase STAR, Lexia, Nex Gen math for all student and ALEKS for 3rd-8th student. | Teachers and Staff will use the RtI model to provide Tier I, II, and III interventions for students struggling in math and ELA. (schoolwide) <ul style="list-style-type: none"> - Quarterly CBM data meetings to monitor student progress - Instructional aides to assist in Tier II interventions - Purchase STAR, Lexia, Nex Gen math for all student and ALEKS for 3rd-8th student. |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|-----------------|-----------------|-----------------|
| Amount (a)\$600 | Amount (a)\$600 | Amount (a)\$600 |

| | | | | | |
|------------------|--|------------------|--|------------------|--|
| | (b)\$50,634 (c)\$4000 | | (b)\$51,647 (c)\$4000 | | (b)\$52,678 (c)\$4000 |
| Source | (a)Title I (b)S/C (c)S/C | Source | (a)Title I (b)S/C (c)S/C | Source | (a)Title I (b)S/C (c)S/C |
| Budget Reference | (a) certificated salaries (1100) (b) classified salaries (2100) (c) Operation Exp (5800) | Budget Reference | (a) certificated salaries (1100) (b) classified salaries (2100) (c) Operation Exp (5800) | Budget Reference | (a) certificated salaries (1100) (b) classified salaries (2100) (c) Operation Exp (5800) |

Action **1e**

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 Student Group(s) Schoolwide **OR** Limited to Unduplicated

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 |
| An intervention teacher will be provided for struggling students who are struggling in reading and math. Priority will be for students in primary grades and students who are English learners. | An intervention teacher will be provided for struggling students who are struggling in reading and math. Priority will be for students in primary grades and students who are English learners. | An intervention teacher will be provided for struggling students who are struggling in reading and math. Priority will be for students in primary grades and students who are English learners. |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|--|---|---|
| Amount (a) \$12,000 (b) \$48,500 | Amount (a)\$12,000 (b)\$49,000 | Amount (a)\$12,000 (b)\$52,000 |
| Source (a)Title I (b)S/C | Source (a)Title I (b)S/C | Source (a)Title I (b)S/C |
| Budget Reference (a)certificated salary & benefit (b)certificated salary &benefit | Budget Reference (a)certificated salary &benefit (b)certificated salary &benefit | Budget Reference (a)certificated salary & benefit (b)certificated salary & benefit |

Action **1f**

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 |
|---|--|--|
| <input checked="" 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 |

The Program Coordinator will continue to support teachers and students in various programs offered on campus. Will serve as a mentor for the Kern Rural Teacher Residency Program (KRTR), master teachers and teacher candidates.

The Program Coordinator will continue to support teachers and students in various programs offered on campus. Will serve as a mentor for the Kern Rural Teacher Residency Program (KRTR), master teachers and teacher candidates.

The Program Coordinator will continue to support teachers and students in various programs offered on campus. Will serve as a mentor for the Kern Rural Teacher Residency Program (KRTR), master teachers and teacher candidates.

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| Amount: \$101,000 | Amount: \$102,000 | Amount: \$103,000 |
| Source: S/C | Source: S/C | Source: S/C |
| Budget Reference: certificated salary & benefits (1100) | Budget Reference: certificated salary & benefits (1100) | Budget Reference: certificated salary & benefits (1100) |

Action **1g**

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 |
|--|--|--|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged |

KRTR Grant with CSUB: provides three master teachers with teacher candidates on site for the entire school year to provide co-teaching strategies to the students. (schoolwide)

KRTR Grant with CSUB: provides three master teachers with teacher candidates on site for the entire school year to provide co-teaching strategies to the students. (schoolwide)

Grant projected to end 2018-2019 school year.

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|------------------|---------------------------------------|------------------|---------------------------------------|------------------|----|
| Amount | \$3,528 | Amount | \$3,528 | Amount | NA |
| Source | KRTR Grant | Source | KRTR Grant | Source | |
| Budget Reference | certificated salary & benefits (1100) | Budget Reference | certificated salary & benefits (1100) | Budget Reference | |

Action **1h**

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 |
|--|--|--|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged |

Update technology for teachers and student use

- Purchase replacement Chromebook 6th-8th grades
- Purchase replacement Chromebooks 3rd-5th grades
- Purchase Chromebooks with charging station grades K-2 (8 chrome books in each room to start)
- Purchase replacement/updated teacher computers
- Purchase replacement/updated office computers
- Contract with technology company for IT person one day per week to be on-site to handle issues, repair/replace/maintain equipment, and troubleshoot.
- Replace out of date projectors and lamps on SMART boards
- Open PO for Wi-Fi/tech troubleshooting and updates

Update technology for teachers and student use

- Purchase replacement Chromebook 6th-8th grades
- Purchase replacement Chromebooks 3rd-5th grades
- Purchase Chromebooks with charging station grades K-2 (8 chrome books in each room to start)
- Purchase replacement/updated teacher computers
- Purchase replacement/updated office computers
- Contract with technology company for IT person one day per week to be on-site to handle issues, repair/replace/maintain equipment, and troubleshoot.
- Replace out of date projectors and lamps on SMART boards
- Open PO for Wi-Fi/tech troubleshooting and updates

Update technology for teachers and student use

- Purchase replacement Chromebook 6th-8th grades
- Purchase replacement Chromebooks 3rd-5th grades
- Purchase Chromebooks with charging station grades K-2 (8 chrome books in each room to start)
- Purchase replacement/updated teacher computers
- Purchase replacement/updated office computers
- Contract with technology company for IT person one day per week to be on-site to handle issues, repair/replace/maintain equipment, and troubleshoot.
- Replace out of date projectors and lamps on SMART boards
- Open PO for Wi-Fi/tech troubleshooting and updates

BUDGETED EXPENDITURES

| | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | (a) \$55,000 (b) \$17,000 | (c) \$55,000 (d) \$17,000 | (e) \$55,000 (f) \$17,000 |
| Source | (a) S/C (b) S/C | (c) S/C (d) S/C | (e) S/C (f) S/C |
| Budget Reference | (a) Equipment (4400) (b) services/operating expenditures (5800) | (a) Equipment (4400) (b) services/operating expenditures (5800) | (a) Equipment (4400) (b) services/operating expenditures (5800) |

Action **1i**

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 checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| 90% of the time teachers will implement CCSS in the classroom as observed during admin observations and lesson plans. 10% of the time, teachers are engaging students in performance-based tasks as observed during admin observations and/or lesson plans. | 95% of the time teachers will implement CCSS in the classroom as observed during admin observations and lesson plans. 15% of the time, teachers are engaging students in performance-based tasks as observed during admin observations and/or lesson plans. | 100% of the time teachers will implement CCSS in the classroom as observed during admin observations and lesson plans. 25% of the time, teachers are engaging students in performance-based tasks as observed during admin observations and/or lesson plans. |

BUDGETED EXPENDITURES

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

Action **1j**

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 checked="" type="checkbox"/> New <input 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 |
| The technology teacher on special assignment will work with teachers to provide professional development in the area of technology. Providing teachers the latest strategies that are useful for implementing 21 st century learning. In addition, the technology will provide one-on-one mentoring to teachers in the area for technological student engagement. | The technology teacher on special assignment will work with teachers to provide professional development in the area of technology. Providing teachers the latest strategies that are useful for implementing 21 st century learning. In addition, the technology will provide one-on-one mentoring to teachers in the area for technological student engagement. | The technology teacher on special assignment will work with teachers to provide professional development in the area of technology. Providing teachers the latest strategies that are useful for implementing 21 st century learning. In addition, the technology will provide one-on-one mentoring to teachers in the area for technological student engagement. |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| Amount: \$49,856 | Amount: \$50,583 | Amount: \$51,595 |
| Source: S/C | Source: S/C | Source: S/C |
| Budget Reference: Services and operating cost | Budget Reference: Services and operating cost | Budget Reference: Services and operating cost |

Action **1k**

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:3,4,5 grades |

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 |
| Maintain 100% EL students getting access to CCSS and ELD standards. Maintain 100% EL students getting additional 30 minutes of ELD instruction daily. | Maintain 100% EL students getting access to CCSS and ELD standards. Maintain 100% EL students getting additional 30 minutes of ELD instruction daily. | Maintain 100% EL students getting access to CCSS and ELD standards. Maintain 100% EL students getting additional 30 minutes of ELD instruction daily. |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| Amount (a) \$72,000 | Amount (a) \$72,000 | Amount (a) \$72,000 |
| Source (a) S/C | Source (a) S/C | Source (a) S/C |
| Budget Reference (a) Certificated salaries & benefits | Budget Reference (a) Certificated salaries & benefits | Budget Reference (a) Certificated salaries & benefits |

Action **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 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 |
|--|--|--|
| <input checked="" type="checkbox"/> New <input 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 |
| Train Program Coordinator and support staff on testing procedures so that EL students will make progress towards English proficiency as measured by CELDT/ELPAC. | Train Program Coordinator and support staff on testing procedures so that EL students will make progress towards English proficiency as measured by CELDT/ELPAC. | Train Program Coordinator and support staff on testing procedures so that EL students will make progress towards English proficiency as measured by CELDT/ELPAC. |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| Amount (a)\$500 | Amount (a)\$500 | Amount (a)\$500 |
| Source (a)Title III | Source (a)Title III | Source (a)Title III |
| Budget Reference (a)conference/travel (5200) | Budget Reference (a)conference/travel (5200) | Budget Reference (a)conference/travel (5200) |

Action **1m**

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 |
|--|--|--|
| <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 |
| Maintain music teacher that provides music instruction K-8. Maintain a variety of electives to 6 th -8 th grades. Introduce AVID whole school. | Maintain music teacher that provides music instruction K-8. Maintain a variety of electives to 6 th -8 th grades. Introduce AVID whole school. | Maintain music teacher that provides music instruction K-8. Maintain a variety of electives to 6 th -8 th grades. Introduce AVID whole school. |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|---|--|---|
| <p>Amount</p> <ul style="list-style-type: none"> (a) AVID annual contract \$8,241 (b) AVID summer institute \$3,641 (c) AVID contract KCSOS for local support \$4,324 (d) Music Teacher salary \$73,000 (e) PD as needed \$20,000 | <p>Amount</p> <ul style="list-style-type: none"> (a) AVID annual contract \$8,241 (b) AVID summer institute \$3,641 (c) AVID contract KCSOS for local support \$4,324 (d) Music Teacher salary \$73,000 (e) PD as needed | <p>Amount</p> <ul style="list-style-type: none"> (a) AVID annual contract \$8,241 (b) AVID summer institute \$3,641 (c) AVID contract KCSOS for local support \$4,324 (d) Music Teacher salary \$73,000 (e) PD as needed \$20,000 |

| | | | |
|------------------|---|------------------|---|
| | | \$20,000 | |
| Source | (a) S/C (b) S/C (c) S/C (d) S/C (e) S/C | Source | (a) S/C (b) S/C (c) S/C (d) S/C (e) S/C |
| Budget Reference | (a)Services/Operating (5800) (b)Travel/conference (5200) (c)Services/Operating (5800) (d)Teacher salaries & benefits (1100) (e)Teacher salaries & benefits(1100) & conferences (5200) | Budget Reference | (a)Services/Operating (5800) (b)Travel/conference (5200) (c)Services/Operating (5800) (d)Teacher salaries & benefits (1100) (e)Teacher salaries & benefits(1100) & conferences (5200) |

Action **1n**

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 |
|--|---|---|
| <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 |
| 100% usage of Thinking Maps K-8 th grades (refresher training needed) Write From the Beginning Training (Narrative writing refresher and Expository writing) | 100% usage of Thinking Maps K-8 th grades (refresher training needed) Write From the Beginning Training (Narrative writing, Expository writing refresher, and introduce Response to Text) | 100% usage of Thinking Maps K-8 th grades (refresher training needed) Write From the Beginning Training (Narrative, Expository, Response to Text writing) |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| Amount (a)\$1000 (b)\$3000 | Amount (a)\$1000 (b)\$3000 | Amount (a)\$1000 (b)\$3000 |
| Source (a)S/C (b)S/C | Source (a)S/C (b)S/C | Source (a)S/C (b)S/C |
| Budget Reference (a)certificated salaries & benefits (1100) (b) Materials & supplies (4300) | Budget Reference (a)certificated salaries & benefits (1100) (b) Materials & supplies (4300) | Budget Reference (a)certificated salaries & benefits (1100) (b) Materials & supplies (4300) |

Action **1o**

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 |
|---|---|---|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <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 |
| PD CDE Physical Fitness Testing collaboration with teachers, to ensure teachers giving the test or administering the test properly. Scale and BMI calculator Physical Fitness Equipment | PD CDE Physical Fitness Testing collaboration with teachers, to ensure teachers giving the test or administering the test properly. Physical Fitness Equipment | PD CDE Physical Fitness Testing collaboration with teachers, to ensure teachers giving the test or administering the test properly. Physical Fitness Equipment |

BUDGETED EXPENDITURES

| | 2017-18 | 2018-19 | 2019-20 |
|-------------------------|---|---|---|
| Amount | (a)\$1000 (b)\$500 | (a)\$1000 (b)\$500 | (a)\$1000 (b)\$500 |
| Source | (a)S/C (b)S/C | (a)S/C (b)S/C | (a)S/C (b)S/C |
| Budget Reference | (a)Materials & Supplies (4300) (b) Materials & Supplies (4300) | (a)Materials & Supplies (4300) (b) Materials & Supplies (4300) | (a)Materials & Supplies (4300) (b) Materials & Supplies (4300) |

New Modified Unchanged

Goal 2

Build a safe environment that promotes character development and provides safe facilities for learning.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

The rate of suspensions will decrease by 50% as indicated on the School Wide Information System (SWIS). Referral rates will decrease by 50% as indicated on SWIS. The PBIS team will pull monthly behavior reports to determine if this decrease is occurring. The facilities plan will be created and implemented by the Superintendent and Director of MOT according to the timeline outlined in the plan.

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|--|---|---|---|
| Priority 6A: Pupil suspension rate. | In 2016-17, the suspension rate was less than 1%. | Maintain less than 1%. | Maintain less than 1%. | Maintain less than 1%. |
| Priority 6B: 0% of students expelled | 0% of students expelled | Maintain 0% students expelled. | Maintain 0% students expelled. | Maintain 0% students expelled. |
| Priority 6C: Other local measures on sense of safety and school connectedness. | Establishing survey data for student sense of safety and school connectedness. | Improve of sense of safety and school connectedness based on baseline data. | Improve of sense of safety and school connectedness based on baseline data. | Improve of sense of safety and school connectedness based on baseline data. |

Action **2a**

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

The district will continue to implement PBIS to reduce suspensions and expulsions by 50%

- Staff training/review in Tier I, II, and III
- District will continue to use SWIS to track referrals
- Provide Noon Aides during recess times

2018-19

New Modified Unchanged

The district will continue to implement PBIS to reduce suspensions and expulsions by 50%

- Staff training/review in Tier I, II, and III
- District will continue to use SWIS to track referrals

2019-20

New Modified Unchanged

The district will continue to implement PBIS to reduce suspensions and expulsions by 50%

- Staff training/review in Tier I, II, and III
- District will continue to use SWIS to track referrals

BUDGETED EXPENDITURES

2017-18

Amount

(a)\$750
(b)\$22,366

Source

(a)S/C
(b)S/C

Budget Reference

(a) services/operating Expenditures (5800)
(b) classified salaries & benefits

2018-19

Amount

(a)\$750
(b)\$22,366

Source

(a)S/C
(b)S/C

Budget Reference

(a) services/operating Expenditures (5800)
(b) classified salaries & benefits

2019-20

Amount

(a)\$750
(b)\$22,366

Source

(a)S/C
(b)S/C

Budget Reference

(a) services/operating Expenditures (5800)
(b) classified salaries & benefits

Action **2b**

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:3,4,5 grades

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 |
|---|---|---|
| <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 |
| The district will hire an Americorp person to work with students and parents who need additional support for behavior interventions and attendance support. | The district will hire an Americorp person to work with students and parents who need additional support for behavior interventions and attendance support. | The district will hire an Americorp person to work with students and parents who need additional support for behavior interventions and attendance support. |

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|------------------|--|------------------|--|------------------|--|
| Amount | (a)\$15,000 | Amount | (a)\$15,000 | Amount | (a)\$15,000 |
| Source | (a)S/C | Source | (a)S/C | Source | (a)S/C |
| Budget Reference | (a)S/C; services/operating expenditures (5800) | Budget Reference | (a)S/C; services/operating expenditures (5800) | Budget Reference | (a)S/C; services/operating expenditures (5800) |

Action **2c**

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:3,4,5 grades

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 |
|--|--|--|
| <input checked="" type="checkbox"/> New <input 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 |
| The district will incorporate the California Healthy Kids Survey to give to all 5 th and 7 th grade students, parents, staff (classified and certificated) to accurately gauge school climate. | The district will incorporate the California Healthy Kids Survey to give to all 5 th and 7 th grade students, parents, staff (classified and certificated) to accurately gauge school climate. | The district will incorporate the California Healthy Kids Survey to give to all 5 th and 7 th grade students, parents, staff (classified and certificated) to accurately gauge school climate. |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| Amount (a)\$1000 | Amount (a)\$1000 | Amount (a)\$1000 |
| Source (a)S/C | Source (a) S/C | Source (a) S/C |
| Budget Reference (a)S/C; services/operating expenditures (5800) | Budget Reference (a)S/C; services/operating expenditures (5800) | Budget Reference (a)S/C; services/operating expenditures (5800) |

New Modified Unchanged

Goal 3

Create positive relationships with our students, parents, and community members.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

Our goal is to have parent, student, and community members positively interact with Semitropic throughout the year. We want to increase participation in planned activities (i.e. parent/teacher conferences, parent nights, career night, sports activities, back to school night, and open house) as evidenced by sign in sheets and through school generated surveys.

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|---|---|---|---|
| Priority 3A: Efforts to seek input in making decision for the district/school. | Priority 3A: 80% of parents attend parent teacher conferences per year as measured by sign-in sheets. Communication through Parent Square, Facebook, Instagram, Twitter, Website, and mailings. | Priority 3A: 85% of parents attend parent teacher conferences per year as measured by sign-in sheets. Communication through Parent Square, Facebook, Instagram, Twitter, Website, and mailings. | Priority 3A: 90% of parents attend parent teacher conferences per year as measured by sign-in sheets. Communication through Parent Square, Facebook, Instagram, Twitter, Website, and mailings. | Priority 3A: 95% of parents attend parent teacher conferences per year as measured by sign-in sheets. Communication through Parent Square, Facebook, Instagram, Twitter, Website, and mailings. |
| Priority 3B: How district promotes participation of parents for unduplicated students. | Priority 3B: District/School used a variety of apps to encourage parent input. We had 80% of unduplicated students' parents and families attend parent-teacher conferences. | Priority 3B: Maintain using a variety of apps to encourage parent input. Increase rate of unduplicated parent participation from baseline. | Priority 3B: Maintain using a variety of apps to encourage parent input. Increase rate of unduplicated parent participation from baseline. | Priority 3B: Maintain using a variety of apps to encourage parent input. Increase rate of unduplicated parent participation from baseline. |
| Priority 3C: District promotes participation of parents for pupils with exceptional needs. | Priority 3C: District/School had 100% of parents of students with IEP attend meetings scheduled for their child. | Priority 3C: Maintain 100% parent attendance at IEP meetings for students who have IEPs or 504 plans. | Priority 3C: Maintain 100% parent attendance at IEP meetings for students who have IEPs or 504 plans. | Priority 3C: Maintain 100% parent attendance at IEP meetings for students who have IEPs or 504 plans. |
| Priority 5A: Student attendance rates | Priority 5A: Attendance rate for 2016-17 was | Priority 5A: Increase attendance rate by 1% | Priority 5A: Increase attendance rate by 1% | Priority 5A: Increase attendance rate by 1% |

| | | | | |
|--|---|---|---|---|
| increased in 2015-16 to 96.3%. | 96.5%. | each year. | each year. | each year. |
| Priority 5B: Chronic absenteeism rates are 0.09% | Priority 5B: Chronic absenteeism rate in 2016-1 was 0.01% | Priority 5B: Maintain low chronic absenteeism rate. | Priority 5B: Maintain low chronic absenteeism rate. | Priority 5B: Maintain low chronic absenteeism rate. |
| Priority 5C: Middle school dropout rates | Priority 5C: 0% middle school dropout rate | Priority 5C: Maintain 0% middle school dropout rate | Priority 5C: Maintain 0% middle school dropout rate | Priority 5C: Maintain 0% middle school dropout rate |
| Priority 5D: High school dropout rates | Priority 5D: NA | Priority 5D: NA | Priority 5D: NA | Priority 5D: NA |
| Priority 5E: High school graduation rate | Priority 5E: NA | Priority 5E: NA | Priority 5E: NA | Priority 5E: NA |

Action **3a**

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 |
|--|--|--|
| <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 |

Student attendance

- Superintendent/principal will continue to send home attendance letters twice a month and meet with the parents of students who have received the second attendance letter.
- Superintendent/Principal will refer parents to the Delano PD when their students have accumulated 10 unexcused absences or tardies or a combination of unexcused absences or tardies.
- Students who have a monthly perfect attendance rate of 88% will be invited to attend a Wildcat Activity each month.
- Students who have 100% perfect attendance each quarter will receive recognition.
- Teachers can award students who have weekly perfect attendance with ROAR tickets.

Student attendance

- Superintendent/principal will continue to send home attendance letters twice a month and meet with the parents of students who have received the second attendance letter.
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- Students who have a monthly perfect attendance rate of 88% will be invited to attend a Wildcat Activity each month.
- Students who have 100% perfect attendance each quarter will receive recognition.
- Teachers can award students who have weekly perfect attendance with ROAR tickets.

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|-------------------------|--------------------------------|-------------------------|--------------------------------|-------------------------|--------------------------------|
| Amount | (a)\$2,000 | Amount | (a)\$2,000 | Amount | (a)\$2,000 |
| Source | (a)Lottery | Source | (a)Lottery | Source | (a)Lottery |
| Budget Reference | (a)Materials & Supplies (4300) | Budget Reference | (a)Materials & Supplies (4300) | Budget Reference | (a)Materials & Supplies (4300) |

Action **3b**

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 |
|--|--|--|
| <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 |
| <p>Parent Engagement:</p> <ul style="list-style-type: none"> - Superintendent/Principal will utilize social media and technology to notify parents of school events on campus via Parent Square (messages sent in both English and Spanish), Facebook, Twitter, and Instagram - Hold two family nights per year: math in the fall and Reading in the Spring - Student incentives will be given to individual students and classrooms who have the greatest percentage of parents attend a school event. - Refreshments and/or child care will be provided at events. - Plan quarterly family picnic days - Plan muffin for mom day and donut for dad day - Send monthly newsletters "Home & School" | <p>Parent Engagement:</p> <ul style="list-style-type: none"> - Superintendent/Principal will utilize social media and technology to notify parents of school events on campus via Parent Square (messages sent in both English and Spanish), Facebook, Twitter, and Instagram - Hold two family nights per year: math in the fall and Reading in the Spring - Student incentives will be given to individual students and classrooms who have the greatest percentage of parents attend a school event. - Refreshments and/or child care will be provided at events. | <p>Parent Engagement:</p> <ul style="list-style-type: none"> - Superintendent/Principal will utilize social media and technology to notify parents of school events on campus via Parent Square (messages sent in both English and Spanish), Facebook, Twitter, and Instagram - Hold two family nights per year: math in the fall and Reading in the Spring - Student incentives will be given to individual students and classrooms who have the greatest percentage of parents attend a school event. - Refreshments and/or child care will be provided at events. - Plan quarterly family picnic days - Plan muffin for mom day and donut for |

| | | |
|-------------|---|--|
| Connection” | <ul style="list-style-type: none"> - Plan quarterly family picnic days - Plan muffin for mom day and donut for dad day - Send monthly newsletters “Home & School Connection” | <ul style="list-style-type: none"> - dad day - Send monthly newsletters “Home & School Connection” |
|-------------|---|--|

BUDGETED EXPENDITURES

| | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---|---|
| Amount | (a) \$1000 (b) \$250 (c) \$1000 (d) \$354 | Amount (a) \$1000 (b) \$250 (c) \$1000 (d) \$354 | Amount (a) \$1000 (b) \$250 (c) \$1000 (d) \$354 |
| Source | (a) S/C (b) S/C (c) Lottery (d) Base | Source (a) S/C (b) S/C (c) Lottery (d) Base | Source (a) S/C (b) S/C (c) Lottery (d) Base |
| Budget Reference | (a) Services/operating expenditures (5800) (b) Services/operating expenditures (5800) (c) Materials & supplies (4300) (d) Materials & Supplies (4300) | Budget Reference (a) Services/operating expenditures (5800) (b) Services/operating expenditures (5800) (c) Materials & supplies (4300) (d) Materials & Supplies (4300) | Budget Reference (a) Services/operating expenditures (5800) (b) Services/operating expenditures (5800) (c) Materials & supplies (4300) (d) Materials & Supplies (4300) |

Action **3c**

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:

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 |
|---|---|---|
| <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 |
| <p>Student Engagement:</p> <ul style="list-style-type: none"> - Classrooms will use Whole Brain Teaching Strategies to engage students in the learning process. - Continue to use Accelerated Reader as a reading incentive. - Teachers will continue to utilize Class Dojo to incentivize student engagement in the classroom. - Staff members will use ROAR tickets to “pay” for ROAR activities. - Teachers will use technology in the classroom to create lessons and activities that engage all student in the learning process. - Purchase sports equipment for students to use during recess, PE and Wildcat Day. - Upgrade student technology devices and increase student technology use. | <p>Student Engagement:</p> <ul style="list-style-type: none"> - Classrooms will use Whole Brain Teaching Strategies to engage students in the learning process. - Continue to use Accelerated Reader as a reading incentive. - Teachers will continue to utilize Class Dojo to incentivize student engagement in the classroom. - Staff members will use ROAR tickets to “pay” for ROAR activities. - Teachers will use technology in the classroom to create lessons and activities that engage all student in the learning process. - Purchase sports equipment for students to use during recess, PE and Wildcat Day. - Upgrade student technology devices and increase student technology use. | <p>Student Engagement:</p> <ul style="list-style-type: none"> - Classrooms will use Whole Brain Teaching Strategies to engage students in the learning process. - Continue to use Accelerated Reader as a reading incentive. - Teachers will continue to utilize Class Dojo to incentivize student engagement in the classroom. - Staff members will use ROAR tickets to “pay” for ROAR activities. - Teachers will use technology in the classroom to create lessons and activities that engage all student in the learning process. - Purchase sports equipment for students to use during recess, PE and Wildcat Day. - Upgrade student technology devices and increase student technology use. |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| <p>Amount (a)\$1,375 (b)\$4,500</p> | <p>Amount (a)\$1,375 (b)\$4,500</p> | <p>Amount (a)\$1,375 (b)\$4,500</p> |

| | | | | | |
|------------------|--|------------------|--|------------------|--|
| | (c)\$3,000 | | (c)\$3,000 | | (c)\$3,000 |
| Source | (a)Lottery (b)Base (c)Lottery | Source | (a)Lottery (b)Base (c)Lottery | Source | (a)Lottery (b)Base (c)Lottery |
| Budget Reference | (a)Services/Operating (5800) (b)Materials & Supplies (4300) (c)Materials & Supplies (4300) | Budget Reference | (a)Services/Operating (5800) (b)Materials & Supplies (4300) (c)Materials & Supplies (4300) | Budget Reference | (a)Services/Operating (5800) (b)Materials & Supplies (4300) (c)Materials & Supplies (4300) |

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 525,852

Percentage to Increase or Improve Services:

32.41%

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

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

The Semitropic School District is utilizing LCFF supplemental and concentration funds to improve and increase services that principally meet the needs of our low income, EL and Foster Youth Student Groups. Some examples of growing services in quality and increase the quantity of services to meet the needs of our unduplicated students are as follows:

- Offering elective courses
- Maintaining intervention teacher
- Maintaining a program coordinator
- Providing up to date technology and software programs that meet the academic needs of our students
- Professional development and materials for teachers and staff
- Maintaining AVID services for students
- Providing planning days for teachers and grade levels to analyze and respond to student data (formative and summative)
- Parent and stakeholder involvement activities to promote participation and engagement from all stakeholders

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?