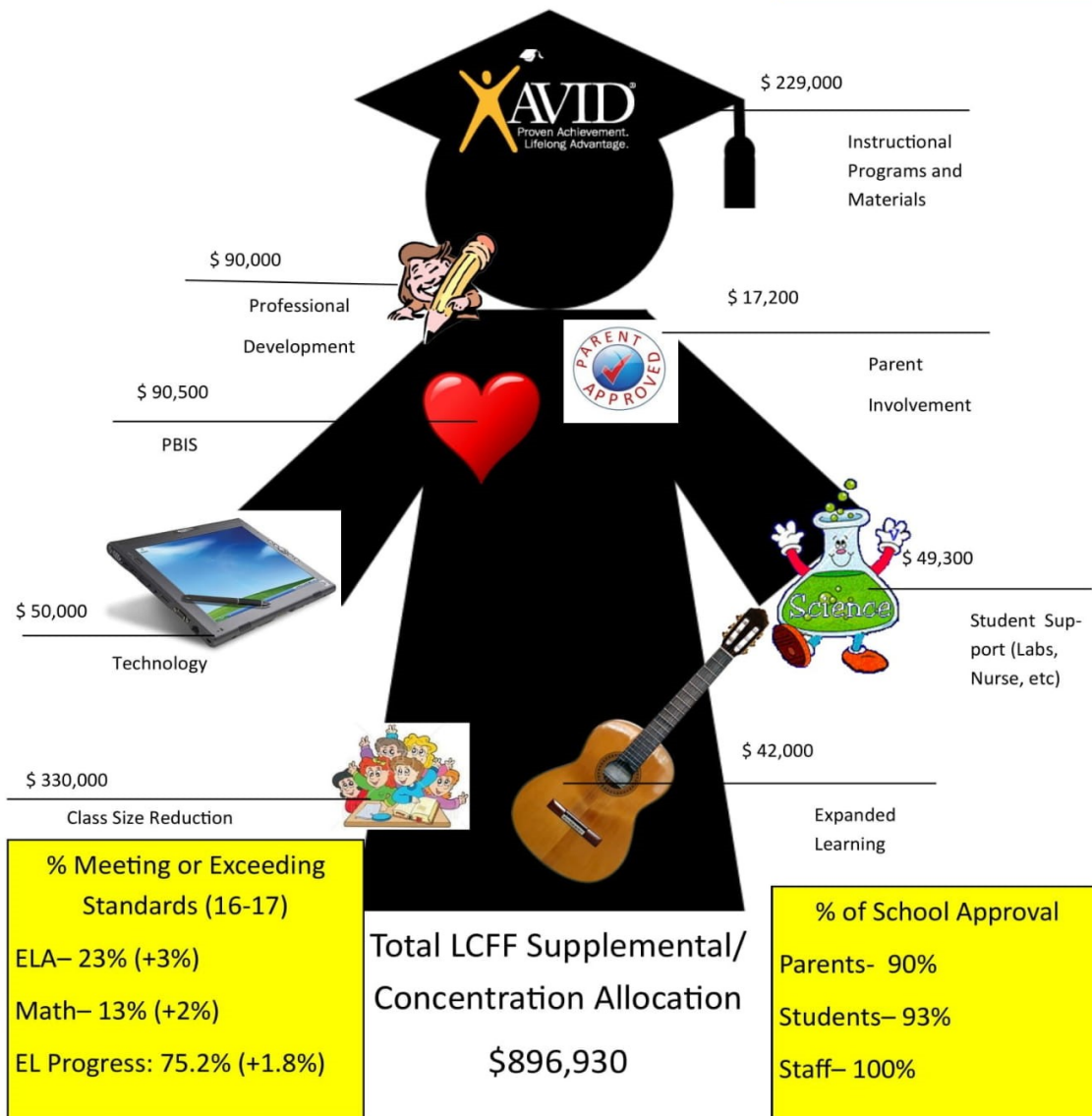


Buttonwillow LCAP Summary

Attendance
96%

2018-2019

Referrals-47
Suspensions-3



Buttonwillow Union Elementary - Kern County

Enrollment: 374

Socioeconomically Disadvantaged: 88.5%

EL: 65.8%

Foster Youth: 0%

Grade Span: K-8

Dashboard Release: Fall 2017

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Low 1%	Increased +1%
English Learner Progress (1-12)		High 75.2%	Increased +1.8%
English Language Arts (3-8)		Low 57 points below level 3	Increased Significantly +18.8 points
Mathematics (3-8)		Low 83.5 points below level 3	Increased +12.9 points

Performance Levels:

 Red (Lowest Performance)
  Orange
  Yellow
  Green
  Blue (Highest Performance)

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	Met
Implementation of Academic Standards	Met
Parent Engagement	Met
Local Climate Survey	Met

Link to Dashboard: caschooldashboard.org



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](#): 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

Buttonwillow Union School District

Contact Name and Title

J. Stuart Packard
District Superintendent

Email and Phone

spackard@buttonwillowschool.com
(661)764-5166

2017-20 Plan Summary

The Story

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

"One School, One Town, One Community" that is the story of Buttonwillow Union School District. Our district is a single school district for students in Pre-K - 8th grades that has been meeting the needs of the students and community for close to 120 years. Today our student body of 380 students is comprised mainly of a Hispanic population (95%). We are also made up of approximately 65% English Learners and 87% Socially Economically Disadvantaged. During the LCAP era the school has had success in being able to reach out to the students, parents, staff and the community to determine what they want to see in their school and address those needs.

Our schools recent history includes working with California State University Bakersfield on a Rural Teacher's Residency Program of Co-Teaching as well as a Read and Ride grant that is researching the connection between physical fitness and reading improvements. Our students also have opportunities to participate in after school programs, sports programs, band /music and a variety of field trips for all grades.

With an instituted PBIS Program in place suspensions and referrals have dropped 95% in the past 5 years. The improvement in relationship building and on-task behavior brought on by our BEEP program is obvious as student success is on the rise in nearly all areas of academic and physical fitness performance across the school. We are proud that our students are committed to academic

improvement through the AVID Program, community involvement, and good teaching with deeper learning.

We are excited to share our Buttonwillow story of being “One School, One Town, One Community” and the academic growth that we have made.

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 stakeholders and staff, we identified our areas to be addressed to achieve our focus of preparing students to be academically successful and productive citizens by providing opportunities that will allow them to embrace challenges and develop a passion for lifelong learning. Based on this data, the actions and services in the LCAP fell into the following areas:

1. Improving academic achievement
2. Maintaining a positive school culture
3. Promoting parent involvement

Key LCAP actions to support these areas are: targeted professional development, class size reduction, implementation of the PBIS program, and providing opportunities for our parents to work with us as partners in their child's education.

Review of Performance

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

Greatest Progress

On the Fall, 2018 California School Dashboard Buttonwillow Union School District achieved a Green ranking in EL Progress due to high status and increasing scores. We also earned Yellow rankings in ELA and Math due to increasing and increasing significantly in our Distance from Level 3.

Over the past three years, when compared to other districts across the county, our district has demonstrated the 3rd highest growth in ELA, 4th highest in Math, and 9th highest in EL Progress. Over the past year we demonstrated the 2nd highest growth in ELA and the 3rd highest growth in Math.

Stakeholder input from parents, staff, and students showed that they are happy with the changes that have been made and would like see the academic growth continue. We will continue our focus on PD, specifically in the areas of math, technology integration, and EL strategies, increase our focus strategies for working with chronic and truant students, and a continued opportunities for parents to participate in school activities . See: Goal 1, Action 1, Page 40; Goal 2, Action 4, Page 62; and Goal 3, Action 2, Page 72

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

Based on the 2017 California Dashboard, all academic areas were yellow because of increased or significantly increased in change, but remain in the low status for ELA and Math. ELA, students scored an average of 57 points below level 3 (considered on grade level), and 83.5 points below level 3 in math. Our EL Progress came out in the green band due to 75.5% of students making growth. However, when compared to all students on grade level academic progress, our EL students performed slightly lower in Math than "all students", with 87.3 points below level 3 (3.8 point difference), but the point increase for EL was higher than all at 16 points as compared to 12.0 points for all. For ELA, the gap was wider with 8 points of difference at 65 points below level 3. As with math, the increase was greater for our EL students than all students with 25.7 points of growth when compared to 18.8 points for all.

Current research by John Hattie shows that teacher effectiveness and quality instruction have the greatest impact on student growth, so our plan focuses on developing teachers through focused professional development, ensuring teachers understand and can properly utilize current instructional strategies, and that we are focusing on meeting the specific needs of our EL students.. LCAP Goal 1, Action 1, Page 40

We are also continuing to invest in professional development for teachers specifically regarding strategies for EL, math, technology integration, and effective PLC's.

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

Performance Gaps

Based on dashboard results, the sub-groups of EL, Hispanic, and SED scored below the "all student" level when comparing distance from level 3 in ELA and Math. However, the amount of growth that exceeded "all students" for every sub-group and the EL Progress Indicator are demonstrating our progress toward closing the achievement gap. (See also Greatest Need Section) To address these gaps, we will continue to provide PD to our teachers in the area of effective EL strategies, expand implementation of the AVID program, and provide opportunities for EL parents to learn how they can support and enhance student learning at home. See Goal 1, Action 1, Page 40 and Goal 3, Action 2, Page 72

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.

Increased or Improved services

86.63% of Buttonwillow students qualify as low income or EL (we did not have any identified foster youth this year). Based on staff and stakeholder feedback and research on effective practices we

are implementing 20 LCAP Action/Services to improve services for the low income and EL students. Four significant actions to improve services are:

- * Focused Professional Development (See LCAP Goal 1, Action 1, Page 40)
- * Increasing Student Attendance (See LCAP Goal 2, Action 4, Page 62)
- * Focus on Bullying and System for Notifying Adults (LCAP Goal 3, Action 1, Page 70)
- * Increasing Parent Involvement (See LCAP Goal 3, Action 2, Page 72)

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	\$5,058,360
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$1,045,000.00

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: textbooks and supplies, services and operating expenditures (e.g. utilities), and capital outlay.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$3,621,500

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 1

Increase student achievement in the core areas for all students, including students with disabilities and unduplicated pupils.

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected

Metric/Indicator

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 for English Language Arts

b. Mathematics – Common Core State Standards for Mathematics

c. English Language Development

f. History-Social Science

h. Physical Education Model Content Standards

i. Next Generation Science Standards

j. Visual and Performing Arts

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 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;

D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;

E. The English learner reclassification rate;

B. Academic Performance Index N/A for a K-8 district

C. Successfully complete A-G courses: N/A for a K-8 district

F. Passed AP exam: N/A for a K-8 district

G. Early Assessment Program: N/A for a K-8 district

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. S broad course of study including courses described under 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.

Actual

Priority 2:

Based on classroom walkthrough data, as measured by the Progress Advisor online program, 100% of classrooms implement standards based instruction ELA and math on a daily basis. Data also showed that designated ELD is provided daily for 100% of EL students incorporating ELD standards, 75% of the observations included research based EL strategies during integrated lessons. One day of summer training (August, 2017) focused on EL strategies and standards, 95% of teachers attended this training. Throughout the school year, 8 teachers attended a variety of trainings to specifically address strategies for meeting the needs of EL students. Implementation of the ELA/ELD framework remains at partial stages as measured by observation data.

Priority 4:

Student proficiency increased by 3% from 16-17 state assessment results. In ELA there was an average increase of 18.8 points from level 3. In math, there was an average increase of 12.9 points from level 3.

CAASPP Assessments (% meeting or exceeding the standards)

Group	ELA%	Math%	Science%
All	21.99	13.34	Scores Not Available
Hispanic	20.09	10.8	
White	42.11	57.9	
SED	21.23	13.78	
EL	29.81	16.42 (including RFEP)	
SWD	0	0	

Average Distance from Level 3 (Grade Level)

Group	ELA	Math
All	-57	-83.5
Hispanic	-58.7	-85
SED	-58.1	-83.2
EL	-65	-87.3
SWD	-139.9	-150.3

AMAO Data is no longer available, CDE now using EL Progress indicator based on ELPAC results from the California Dashboard.

EL Progress Indicator

75.2% demonstrated growth

1.8% Increase

EL Reclassification-9 students (3.4%)

17-18

Priority 2:

Common core implementation as measured by classroom walkthroughs, will be maintained at 100% implementation, including analysis of CA academic and performance standards. There will be a 5% increase in instruction provided at DOK levels 3 or above. Staff will begin to understand and incorporate NGSS standards in all grades during 25% of their science instruction. As standards are updated in other core subjects, instruction and curriculum will be aligned.

100% of all EL students receive daily instruction in ELD with EL aligned materials during designated EL instructional time.

Priority 4:

Improvements as measured by State and local assessments will be seen in each area. 3% increases are expected.

Pupil Achievement Expected

Smarter Balanced Assessment (% meeting or exceeding the standard)

ELA%	Math%	Science%	
LEA	22	14	5th-22%
Hispanic	22	14	8th-30%
White	18	22	
SED	22	14	
EL	27	17	
SWD	3	10	

CELDT (or ELPAC)

AMAO 1 will be 58%

AMAO 2

Less than 5 years will be 34%

More than 5 years will be 31%

EL Reclassification Rate: 18 students

LTEL-20%

At Risk for LTEL-10%

B. Academic Performance Index N/A for a K-8 district

C. Successfully complete A-G courses: N/A for a K-8 district

F. Passed AP exam: N/A for a K-8 district

G. Early Assessment Program: N/A for a K-8 district

LTEL: 39.4%

At Risk: 32.4%

B. Academic Performance Index N/A for a K-8 district

C. Successfully complete A-G courses: N/A for a K-8 district

F. Passed AP exam: N/A for a K-8 district

G. Early Assessment Program: N/A for a K-8 district

Priority 7:

A. Based on scheduling reports, 100% of students had access to all required courses, were provided daily ELD (when applicable)

B. Special Education services as written in their IEP's.

Based on enrollment reports, the average class size is 22, Kindergarten - 8th grade.

Expected

Priority 7:

Continue to have all students, including ELs and SWDs, have access to all courses in Ed

Code 51210. EL students will continue to be provided leveled ELD daily.

All students will continue to meet the required number of minutes for Physical Education and all students in Special Education will continue to receive services as written in their IEPs.

Average class sizes for TK - 8th will remain at or below 25.

Actual

Baseline

Priority 2:

Based on classroom walkthrough data, as measured by the C3 tool, 100% of classrooms implement CCSS on a daily basis. Data also shows that ELD instruction is provided daily for 100% of EL identified students. 75% of the time these lessons include research based strategies that incorporate the ELD standards. 3 days of training focusing on ELD strategies and standards was provided in August of 2016, 93% of teachers attended this training. Implementation of the ELA/ELD framework remains at partial stages as measured classroom observations.

Priority 4:

Student performance increased by 4% from the 2015-16 state assessment results.

Pupil Achievement Achieved in 2015-16

CAASPP Assessments (% meeting or exceeding the standard)

ELA%	Math%	Science%	
LEA	19	11	5th- 19%
Hispanic	19	11	8th-27%
White	15	19	
SED	19	11	
EL	24	14	(including RFEP)
SWD	0	7	

CELDT

55% of EL students met AMAO 1 (decreased 1%) (local results)
31% of students less than 5 years in the US Met AMAO 2 (Increased 5%)
28.6 of students more than 5 years in the US met AMAO 2 (Decreased 10%)

16 students Re-Designated (increased by 8)
23% of 4th - 8th grade EL students are classified as LTEL, 13% are classified as At Risk for becoming an LTEL.

B. Academic Performance Index N/A for a K-8 district

C. Successfully complete A-G courses: N/A for a K-8 district

F. Passed AP exam: N/A for a K-8 district

G. Early Assessment Program: N/A for a K-8 district

Expected

Priority 7

100% of students had access to all required courses, in addition all EL students received daily instruction in ELD, and all students exceeded the required number of minutes for Physical Education, and Special Education services as written in their IEP's.
Average class size TK - 8th: 24.5

Actual

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Based on our staff Professional Development survey results and due to our high numbers of EL and SED students, professional development will focus on needs identified by teachers, strategies and methods that have been proved effective in advancing these students, and closing the achievement gap. Staff Development release time, staff development presenters, and supplies needed to meet the needs of the school in the following areas: Effective Instructional Strategies Effective EL Instruction Currently adopted materials Rtl Technology Other areas identified by staff and administration	100% of teachers attended at least one day of professional development during the school year. 2 classified staff members attended training. 2 Admin attended all offered PD 19 teachers attended the Westside PD focusing on EL and Instructional Strategies 5 teachers attended KCSOS PD focusing on EL Standards and Strategies 13 Teachers and 2 Classified staff attended PD focusing on Reading and ELA standards and strategies 22 Teachers attended PD focusing on using and integrating Technology 22 Teachers attended PD focusing on Math standards and strategies 1 Teacher attended several trainings on NGSS	Extra Time and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$6,000 Supplies 4000-4999: Books And Supplies Supplemental/Concentration \$30,000 Contracts with Outside Presenters 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$10,000 Conference and Travel Expenses 5000-5999: Services And Other Operating Expenditures	Extra Time and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$29,134 Supplies 4000-4999: Books And Supplies Supplemental/Concentration \$2,000 Contracts 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$15,432 Conference and Travel 5000-5999: Services And Other Operating Expenditures

	<p>2 Teachers and 1 admin presented our RtI program at the state and county levels</p> <p>Overall, the budgeted amount for this action was met. PD sessions offered were based on teacher request and areas identified based on current data. All requested PD opportunities were granted for certificated and classified staff members.</p>	Supplemental/Concentration \$20,000	Supplemental/Concentration \$2,175
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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Full implementation of a state pre-school so students who enter TK/K at our school are on grade level and can meet grade level standards by the end of their first year.	<p>4 students did not meet the criteria for funding to attend.</p> <p>An Interactive TV was purchased for the Pre-School classroom</p> <p>All other expenses were covered by startup funds provided by CDE and the State Pre-School Grant.</p>	<p></p> <p>Supplemental Materials and Supplies 4000-4999: Books And Supplies Supplemental/Concentration \$30,000</p>	<p>Enrollment Funds 4000-4999: Books And Supplies Supplemental/Concentration \$7500</p> <p>Supplies 4000-4999: Books And Supplies Supplemental/Concentration \$5600</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain the additional 15 Minutes of Instructional Time	Bell schedules and time accounting audits show this area was met daily.	Salaries and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$100,000	Salaries and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$100,000

Action 4

**Planned
Actions/Services**

Support materials as needed to supplement the instructional needs in the classroom to ensure that sub groups are able to accelerate their learning to close the achievement gap.

**Actual
Actions/Services**

All supplemental books, additional copies, and supplies were purchased as teachers requested them to supplement classroom instruction.

Since we are only in the 2nd year of new textbook adoptions, teachers are still finding the gaps that need to be addressed based on data.

**Budgeted
Expenditures**

Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration
\$54,000

**Estimated Actual
Expenditures**

Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration
\$5,000

Action 5

**Planned
Actions/Services**

Maintain Class Size Reduction by continuing to employ 4 additional teachers as identified by parents, students, and teachers through LCFF feedback and surveys.

**Actual
Actions/Services**

Our average class size this year was 23 in all TK - 8th grade classes.

**Budgeted
Expenditures**

Salaries and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration
\$320,000

**Estimated Actual
Expenditures**

Salaries and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration
\$320,000

Action 6

**Planned
Actions/Services**

Staff Development focusing on the needs of new teachers and staff to ensure new teachers have the support and training necessary for working with subgroups and their unique needs.

**Actual
Actions/Services**

3 Support Providers were paid stipends

5 teachers participated in the KCSOS Induction Program

**Budgeted
Expenditures**

Extra Time and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration
\$5,000

**Estimated Actual
Expenditures**

Extra Time and Benefits (Support Provider Stipend) 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration
\$3750

Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$7,000

KCSOS Induction Program 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$16,750

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain the certificated position that incorporates band and a co-teacher in the science, nutrition/math, garden and library labs will continue.	Approximately 12 classes/week use the library Pre-K - Kindergarten classes participate in music once a week (80 students) 38 students are enrolled in band, with classes approximately twice a week Approximately 12 classes/week visit the science lab Approximately 4 classes/week visit the Nutrition/Math lab	25% of Salary and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$25,000	25% of Salary and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$25,488
		75% of Salary and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Title 1 \$72,000	75% of Salary and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Title 1 \$76,466
		Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$40,000	Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$2500

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase and provide support for technology and maintain a replacement fund.	22 Interactive TV's (Classroom) 200 Chromebooks (Student) 10 Surfaces (Staff) ITV's were needed to replace old Smartboards and Projectors that were going out Chromebooks were replacing students devices that were more than 5 years old	Technology 4000-4999: Books And Supplies Supplemental/Concentration \$50,000	Technology 4000-4999: Books And Supplies Supplemental/Concentration \$80,000

Surfaces were replacing student computers that were more than 5 years old

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Expanding and support for the AVID Elementary Program. This program has been proven to provide additional support for subgroup students by teaching them skills necessary for exceeding in elementary, middle, high schools and beyond. This program includes: curriculum, Professional Development (Conferences, workshops, collaborative planning), and development and monitoring of a school AVID plan. Program will expand to include grades 4 and 5.	14 Staff members attended AVID Summer Institute (July, 2017) 4 Staff members attended AVID trainings offered locally 9 Staff Members attended AVID Summer Institute (June, 2018) All 4th - 8th grade classes implemented AVID this year	Extra Time and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$6,000	Extra Time and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$10,000
		Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$10,000	Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$400
		Professional Development (Conferences and Workshops) 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$20,000	Professional Development (Conferences and Workshops) 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$18,000
		Contracts 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$20,000	Annual Contract 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$5,800

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continued implementation of expanded learning programs which may include before school and summer programs. Programs will focus on hands-on learning to	10 clubs were offered this year, meeting 2 days a week for approximately 2/3 of the school year. 3 clubs were for academic support, 7 were extension activities	Extra Time and Benefits for Academic Support 1000-1999: Certificated Personnel Salaries	Extra Time and Benefits for Academic Support 1000-1999: Certificated Personnel Salaries

<p>extend the curriculum taught during the regular school day. Activities may include (but are not limited to): coding, robotics, music, 4-H, cooking, academic support, dance, fitness, etc. In addition to providing transportation for after school programs. There will be a review of the feasibility of providing transportation for the Summer School programs.</p>	<p>Approximately 15 students attended each club each day it met</p> <p>Clubs were offered based on staff availability. All staff and community members who requested to run an after school class were given the opportunity.</p>	and 3000-3999: Employee Benefits Title 1 \$12,000	and 3000-3999: Employee Benefits Title 1 \$2000
		Extra Time and Benefits for extension activities 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$7,000	Extra Time and Benefits for extension activities 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$5000
		Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$15,000	Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$2625
		Extra time for bus driver 2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$10,000	Extra Time for Bus Driver 2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$1,000
		Transportation costs 5700-5799: Transfers Of Direct Costs Supplemental/Concentration \$5,000	Transportation Costs 5700-5799: Transfers Of Direct Costs Supplemental/Concentration \$4,200

Analysis

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

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

All actions were addressed during the 2017-18 school year. Based on stakeholder input all of these actions will continue. Based on feedback from our staff survey and preliminary test results, the focus areas of Action 1 (Professional Development) will be adding an emphasis on Math, ELD standards, and technology.

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

Our overall academic growth over the past 3 years and the continued satisfaction rating from our stakeholder surveys demonstrate that the actions/services listed are taking us in the right direction.

Based on staff survey results and local benchmarks, we believe that actions 1, 8, and 9 will directly contribute to the continued academic success for our students.

Action 1: Staff development provided before school and throughout the school year have focused on strategies for teaching the standards at higher DOK levels specifically in ELA and ELD. This goal will be continued with a greater focus on math standards, helping our EL students accelerate their learning, and integrating technology to increase student engagement.

Action 8: The use of technology by staff and students has become an integral part of our instructional program. Providing current technology, computer based programs, and maintaining the technology we have is vital to our continued growth and system for preparing students to be successful in their future.

Action 9: Based on feedback from our surveys and AVID student evaluations, the AVID Elementary implementation for our 4th - 8th grade students has proven very successful in preparing our students for success in high school, college, and/or their career. Our focus areas continued to be note-taking, organization, and understanding the inquiry process. These areas helped our students learn organization, self-confidence, and what it takes to have success at higher levels of thinking. This program will expand next year to include 3rd grade and continue on in 4th - 8th.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

All of our actions were addressed to the fullest extent possible, still most were below the budgeted amounts. Appropriate adjustments will be made for 2018-19

Action 1: Increase in the number of staff members that attended PD

Action 2: Start-up costs were mostly covered by the State Preschool grant we received.

Action 4: Core adoptions are fairly new so there has not been a large need to supplement to this point. All requested items were provided.

Action 6: Participation in the County Induction program exceeded planned expenses per teacher and there were more teachers that participated in this program than originally planned.

Action 7: Supplies for these programs were not required as planned, but the amount of classes using these services exceeded expectations.

Action 8: Due to the need to replace outdated devices, more funds were used than originally planned

Action 9: In the 2nd year of implementation, training costs and supply costs decreased as more teachers have met the training requirements of the program. The district also used Educator Effectiveness Grant money to help fund PD for this program.

Action 10: All staff who were interested ran a program, finding adults to run after school programs has been the biggest challenge for this program. Summer School transportation was not available this year due to a lack of drivers.

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.

Actions 3, 5, and 8 will remain unchanged (Pages 43, 45, and 49).

Actions 2, 4, 6, and 7 only have budgeted adjustments based on expenditures from the 16-17 school year (Pages 42, 44, 46, and 48).

Actions 1, 9, and 10 will be modified based on stakeholder input, our analysis of student scores, and classroom walkthrough data (Pages 35-36). Action 1 will provide additional focus and funding in the area of math (Page 40). Action 9 will add 3rd grade to the AVID program and trainings (Page 50). And Action 10 will incorporate a reward system for students and staff who regularly participate in after school programs and continuing to look for additional staff and adults to facilitate different programs (Page 52).

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 2

Maintain a school climate that is conducive to learning

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 5: Pupil Engagement (Engagement)
	Priority 6: School Climate (Engagement)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	

Annual Measurable Outcomes

Expected

Metric/Indicator

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 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 rate: N/A for a K-8 district
- E. High school graduation rate: N/A for a K-8 district

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

Actual

Priority 1

(2) Reports filed with Kern County Superintendent of Schools office confirmed that 100% of our teachers meet state requirements.

(1,3) Report from the Williams Visitation conducted in August, 2017 show that all students have been provided current, standards based, instructional materials in the core subjects and we received an Exemplary rating on the FIT report during the August, 2017 school site visit by the Williams team. One finding was cleared 3 days following the visit.

Priority 5

(4,5) CALPADS, P1, and P2 reports show that school attendance rates are currently at 96%. The 16-17 Chronic Absenteeism rate was 10%. Based on local calculations, the 17-18 rate is currently 8%.

(6) The Middle School Drop Out Rate remains at 0.

(7) High school dropout rate: N/A for a K-8 district

(8) High school graduation rate: N/A for a K-8 district

Priority 6

(9,10,11)As measured by our Student Information System (Infinite Campus), the 17-18 referral rate was 31 referrals (below 1%), there were 3 students suspended this year (below 1%). Our 16-17 Dashboard status was Low (1%).

Based on student survey's 77% enjoy school (increased 4%) , 76% feel safe at school (decreased 1%) , and 89% feel academic expectations are high (increased 2%).

Priority 8

(12) During the 16-17 school year, Physical Fitness Scores were: (recorded as % in Healthy Fitness Zone)

Area Assessed	5th	7th
Aerobic Capacity	58	59
Body Composition	38	39
Abdominal Strength	90	88
Trunk Extension	100	100
Upper Body Strength	88	81
Flexibility	83	90

Expected

17-18

Priority 1

Reports filed with the Kern County Superintendent of Schools office will continue to confirmed that 100% of our teachers meet state requirements.

Williams Visitation reports will continue to show that all students have been provided current, standards based, instructional materials in the core subjects and an Exemplary rating on the FIT report.

Priority 5

CALPADS, P1, and P2 reports will continue to show that school attendance rates are at or above 95% and the Chronic Absenteeism rate is below 10% and decreasing annually.

The Middle School Drop Out Rate will remain at 0.

High school dropout rate: N/A for a K-8 district

High school graduation rate: N/A for a K-8 district

Priority 6

As measured by our Student Information System (Infinite Campus), the referral rate and suspension rate will be below 1% and the expulsion rate will remain at 0.

CHKS or local survey results will continue to demonstrate that a minimum of 70% of students enjoy school, feel safe at school, and feel the expectations are high.

Priority 8

Physical Fitness Scores will continue to be at or above the state average: (recorded as % in Healthy Fitness Zone)

Actual

Baseline

Priority 1

Reports filed with the Kern County Superintendent of Schools office confirmed that 100% of our teachers meet state requirements.

Reports from the Williams Visitation conducted in September of 2016 show that all students have been provided current, standards based, instructional materials in the core subjects and we received an Exemplary rating on the FIT report during the September, 2015 school site visit by the Williams Team. No findings or deficiencies were found with this visit or in the subsequent report.

Priority 5

CALPADS, P1, and P2 reports show that school attendance rates are currently at 95.3%. The Chronic Absenteeism rate is 9%.

The Middle School Drop Out Rate remains at 0.

High school dropout rate: N/A for a K-8 district

High school graduation rate: N/A for a K-8 district

Priority 6

As measured by our Student Information System (Infinite Campus), the referral rate was 5%, the suspension rate was 1%, and the expulsion rate was 0.

Based on student survey's 73% enjoy school, 77% feel safe at school, and 87% feel academic expectations are high.

Priority 8

During the 15-16 school year, Physical Fitness Scores were: (recorded as % in Healthy Fitness Zone)

	5th	7th
Aerobic Capacity	81	80
Body Composition	45.2	50
Abdominal Strength	78.6	77.5
Trunk Extension	100	95
Upper Body Strength	85.7	90
Flexibility	78.6	77.5

Expected

Actual

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The PBIS model will continue to be implemented to maintain the low suspension and referral rates.	Based on data from our SIS, referral and suspension data remain below 5%. The PBIS committee met quarterly during the school year to monitor data, discuss specific students who were struggling behaviorally, discuss modifications to the PBIS system, and plan reward trips and events. BEEP store was available every other week for students to redeem BEEP tickets for rewards.	Supplies 4000-4999: Books And Supplies Foundation \$2,000 Extra Time and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$2,000	Supplies 4000-4999: Books And Supplies Foundation \$3,000 Extra Time and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$2,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Award trips and transportation for trips to motivate students to attend school, maintain good behavior, and excel academically.	Quarterly award trips and on campus activities were provided for all 4 quarters of the school year. The trips included Condor's Hockey, Maya Cinemas, Rollerama, and John's Incredible Pizza. Approximately 140 students per quarter qualified to attend these trips. Students with perfect attendance earned participation in on campus activities such as pizza	Extra Time 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$1,200 Transportation 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$5,000	Extra Time 2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$1,200 Transportation 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$1,000

and a movie, popcorn and free time, pizza and ice cream, etc. Approximately 60 students per quarter participated in these events.

Entrance Fee's 5000-5999:
Services And Other Operating
Expenditures
Supplemental/Concentration
\$5,000

Entrance Fee's 5000-5999:
Services And Other Operating
Expenditures
Supplemental/Concentration
\$6,000

Action 3

Planned Actions/Services

The district will maintain all school facilities in good repair, as determined by the FIT report and will create a plan to prioritize modernization and site repair work to provide opportunities in each classroom. Including additional drinking fountains and/or drinking stations.

Actual Actions/Services

The FIT report determined 100% of the campus clean and safe. The district is still in the process of finding local companies that provide drinking stations.

Budgeted Expenditures

Maintenance 5800:
Professional/Consulting Services
And Operating Expenditures
Base \$60,000

Estimated Actual Expenditures

Maintenance 5800:
Professional/Consulting Services
And Operating Expenditures
Base \$0

Action 4

Planned Actions/Services

Student Attendance

Positive attendance letters will be sent home
Truancy letters will be sent home
Superintendent will work with the KCSD to address attendance issues
Students with Perfect Attendance each quarter will be included in the quarterly award trips
Superintendent and Assistant Superintendent will work with KCSOS Americorp Program to support families identified with poor attendance

Actual Actions/Services

Truancy letters were sent home quarterly.

Americorp aide was contracted through KCSOS to work with 10 identified families of students who met chronic absentee criteria in the 16-17 school year. Most of these students demonstrated growth in their attendance and were able to participate in an attendance reward movie trip at the end of the school year.

Students with perfect attendance earned participation in on campus activities such as pizza and a

Budgeted Expenditures

Instructional Supplies 4000-4999:
Books And Supplies
Supplemental/Concentration
\$4,000

Contract with KCSOS 5800:
Professional/Consulting Services
And Operating Expenditures
Supplemental/Concentration
\$14,000

Estimated Actual Expenditures

Instructional Supplies 4000-4999:
Books And Supplies
Supplemental/Concentration
\$1,000

Contract with KCSOS 5800:
Professional/Consulting Services
And Operating Expenditures
Supplemental/Concentration
\$14,000

movie, popcorn and free time, pizza and ice cream, etc. Approximately 60 students per quarter participated in these events.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School Nurse will be maintained to support student health to ensure students are able to attend school and focus on learning.	A school nurse, assigned by KCSOS, was on campus as needed to provide required screenings including information needed to assess students for tri-annual and initial IEP's.	Contract KCSOS 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$12,000	Contract KCSOS 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$3,800

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School Psychologist will be maintained to coordinate RtI, PBIS, and SST meetings. This position will also provide mental health support to students in need of basic counseling support to eliminate mental health barriers of learning.	The school psychologist coordinated all RtI testing and monitoring, SST Meetings, and PBIS activities. The BEEP store was offered every other week for students to use their BEEP tickets, 3 BEEP raffles were held during the school year. All students were tested 3 times during the year using the AIMSWeb assessment, results were used to determine RtI groups. Approximately 25 students were given access to basic	50% of Salary and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$65,000	50% of Salary and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$50,000

counseling to help eliminate barriers of learning.
The Student Study Team held 5 meetings this year addressing the academic needs to approximately 15 students per meeting.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Physical Fitness and healthy eating will be a component of maintaining a healthy lifestyle through teaching, modeling, use of garden, and PE instruction	<p>8 Parent nights were offered, each had a component of healthy eating and living.</p> <p>Portable gardens were purchased for each grade level and other staff who requested them. These were maintained by students and staff outside each classroom.</p> <p>All classes exceeded required minutes for PE through daily instruction in Physical Education.</p>	Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$8,000	Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$0

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.

Based on attendance, discipline, and survey data 6 of the 7 actions were completed at 100%. Action 3 will be continued as the district tries to find a suitable provider of drinking stations.

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

Referrals and suspensions remain at or below 5%.

Based on student survey's 77% enjoy school, 76% feel safe at school, and 89% feel academic expectations

are high.

Based on parent survey's 93% said their children enjoy school, 93% feel the school provides a safe environment, 86% believe their children are being prepared for success in High School, College, and/or their career.

Our Physical Fitness scores were equal to or exceeded the county and state averages.

We believe that actions 1, 2, 6, and 7 directly contributed to the results listed above.

Action 1 and 6: The PBIS program and school psychologist had an impact on the low referral and suspension rates through focusing on positive behaviors and offering support for students who needed extra support.

Action 2: The 4 quarterly award trips for academic excellence and school activities allowed approximately 200 students per quarter to be recognized for academic excellence and perfect attendance

Action 7: Students were encouraged to maintain a healthy lifestyle this year through several programs including: Daily Physical Education classes taught by a certificated Physical Education teacher, access to the Nutrition/Math Lab for cooking healthy snacks, after school clubs that focused on cooking, and monthly nutrition classes taught by a certified nutritionist.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 3: The district is in the process of identifying a local vendor that can provide school suitable drink stations.

Action 5: The nurse is now paid just for the time she is on campus rather than a set amount as in the past.

Action 7: A grant covered the components of this action during the 17-18 school year. It was a one year grant that will not be available in 18-19, so these funds will be used in the following years to maintain the level of this action.

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.

Actions 1 and 5 were not changed (Pages 58 and 63).

Actions 2, 3, 6, and 7 only had fiscal adjustments based on expenses from the 16-17 school year (Pages 59, 61, 64, and 66)

Action 4: This year we were able to find a suitable Americorp aide, but that may not be available in the future. If not, Action 4 would be moved from Americorp to a resource support position that would focus on student attendance and family issues. (Page 62)

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 3

Increase parent engagement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

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
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Actual

Priority 3:

Parent survey results show that 75% of families attended 1 or more family night. Sign-in sheets for all school/family events show approximately a 20% increase in attendance.

Parents of students with exceptional needs were given the opportunity to provide input at the LCAP Taco Night and through the parent survey, no specific feedback was received from these parents.

Survey results show that 37% of parents volunteered in their child's classroom (8% decrease)

Opportunities were provided for parents to attend 10 field trips. Approximately 5 parents participated with each trip.

8 Family nights were offered

Expected

17-18

Priority 3:

We would want to see our parent participation (including all parents of students with exceptional needs and those in the unduplicated count) rate increase by 5% as identified by sign in sheets and responses on the Parent Survey (70% participation rate). Parents of students with exceptional needs will be asked to complete additional questions related to the unique needs of their students. Participation increase will include sign in sheets from family night events, ESL classes, returned Parent Survey's, and parent conference attendance.

Maintain the percentage of families attending at least one family night event (80%)

Increase the number of parents who volunteer in their child's classroom by at least 5% (45%).

Provide opportunities for at least 25 parents to attend field trip and award trip activities.

7 Family Events will be offered

Baseline

Priority 3:

Approximately 65% of families completed the Parent Survey.

80% of our parents attend at least one family night events,

40% have volunteered in their child's classroom.

Approximately 5 parents attended a field trip

5 Family Events were offered

Actual

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Parent Engagement</p> <p>The phone, email, and text parent communication system will continue to be used to communicate parent events.</p> <p>Student incentives will be given to individual students and classrooms who have the greatest percentages of parents attend</p> <p>Parent classes will be offered in connection with the Family Resource Center including ESL for the community, if available and there is an interest by community members.</p> <p>Provide opportunities for parents to attend field trips and award trips with students and staff.</p>	<p>All school events and communication were sent via phone, email, and text to all identified parent/guardians.</p> <p>Incentives were provided for families that attended each of the parent nights.</p> <p>ESL classes were not requested during the 17-18 LCAP year.</p> <p>Parents were invited to attend all school trips this year including AVID college visits, grade level field trips, and reward trips. Opportunities were provided for parents to attend 10 field trips. Approximately 5 parents participated with each trip.</p>	<p>Supplies 4000-4999: Books And Supplies Supplemental/Concentration \$5,000</p> <p>Family Resource Center 4000-4999: Books And Supplies Supplemental/Concentration \$5,000</p> <p>Entrance Fees for Parents 4000-4999: Books And Supplies Supplemental/Concentration \$1,000</p>	<p>Supplies 4000-4999: Books And Supplies Supplemental/Concentration \$500</p> <p>Family Resource Center 4000-4999: Books And Supplies Supplemental/Concentration \$0</p> <p>Entrance Fees for Parents 4000-4999: Books And Supplies Supplemental/Concentration \$500</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Parent/family nights for math/reading/science to give families an opportunity to see that education can be fun and activities can be continued at home.</p>	<p>The following parent/family nights were offered: Back to School AVID (2) Family Reading Family Math Healthy Families</p>	<p>Extra Time and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$5,000</p>	<p>Extra Time and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$4,000</p>

Family Summer Activities
Dr. Seuss Green Eggs and Ham
Open House
LCAP Taco Night

Instructional Supplies 4000-4999:
Books And Supplies
Supplemental/Concentration
\$1,000

Instructional Supplies 4000-4999:
Books And Supplies
Supplemental/Concentration
\$600

Action 3

Planned Actions/Services

Interpreters for parents when attending meetings and school activities so parents can fully participate in school events

Actual Actions/Services

Interpreters were provided for all events attended by Spanish speaking parents including family nights, parent conferences, parent trainings, etc.

Budgeted Expenditures

Extra Time and Benefits 2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits
Supplemental/Concentration
\$1,500

Estimated Actual Expenditures

Extra Time and Benefits 2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits
Supplemental/Concentration
\$1,000

Action 4

Planned Actions/Services

Provide a stipend for certificated coordinator of the Parent Advisory committee and a parent coordinator to lead the committee that plans, implements, and evaluates parent activities. This position will be evaluated annually.

Actual Actions/Services

Certificated coordinators planned all parent events this past year in coordination with the Wellness Committee and Health Community grant members.

Budgeted Expenditures

Stipend 1000-1999: Certificated Personnel Salaries
Supplemental/Concentration
\$1,200

Stipend 2000-2999: Classified Personnel Salaries
Supplemental/Concentration
\$1,200

Estimated Actual Expenditures

Stipend 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits
Supplemental/Concentration
\$1,500

Stipend 2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits
Supplemental/Concentration \$0

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.

Based on sign in sheets and attendance data Actions 1, 2, and 3 were fully met this year. Action 4 was partially met due to the fact that the classified position was not filled at this time.

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

Family participation in school events increased by 20%. The number of opportunities for parent involvement increased as well. Actions 1 and 2 directly contributed to this growth.

Action 2 and 3 Provided a variety of opportunities for our parents to engage with school staff and better understand what the school is focusing on with translation being offered in their primary language.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Actions 2 and 3 were fully completed and expenditures were within accepted budgeted ranges.

Action 1-Due to the fact that there were no ESL classes available or requested, this was not offered this year so no expenses were incurred. This action will be eliminated in the 2018-19 LCAP.

Action 4-The certificated position was filled based on settled negotiations which had a higher stipend than budgeted for. At this time, the classified position has not been filled.

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.

Actions 3 and 4 were not changed (Pages 73 and 74)

Action 1- We will move the incentives to Action 2 in alignment with the Family Nights. Based on parent and student survey results Bullying is an issue that we need to address. One way we will be addressing this is through adding a Bullying Reporting Feature on the district app and website. (Page 71)

Action 2- Based on staff survey results the number of Family Nights offered this year had a negative impact on our small staff. Next year we will offer less family nights. Based on parent and student survey results Bullying is an issue that will be addressed in one of

the Family Nights next year. Based on feedback from DELAC members Family Nights will also include trainings for parents that include technology, cooking healthy meals, school safety, and positive child management strategies. (Page 72)

Stakeholder Engagement

LCAP Year: **2018-19**

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?

Staff members and community members have been involved in the process throughout the school year. As a small district with an open door policy many conversations occur during the weekly PLC meetings (credentialed staff).

Specific LCAP meetings occurred on:

January 16, 2018 and March 5, 2018---District Site Leadership Team---Academic goal setting, reviewed LCAP Goal 1 Actions and Accomplishments

May 9, 2018---Buttonwillow Teachers Association (BTA)---School wide Needs/Vision, review current progress toward LCAP Goals and Actions.

Credentialed staff provided feedback regarding the direction of the district and items for "Diving Deeper" next year.

March 14, 2018---Buttonwillow Foundation Community Members---Schoolwide Needs

The Buttonwillow Foundation is a community group that provides outside funding to groups in the community. During the first year of the LCAP the group came up with many ideas that were implemented. Among them band and activities to encourage students to be in school. This year members were presented Smarter Balanced Scores, academic growth, current CELDT scores, a summary of activities completed, and progress toward meeting 17-18 LCAP goals and actions.

March 14, 2018---Buttonwillow Chamber of Commerce and Agriculture---Schoolwide Needs

Similar to the Buttonwillow Foundation, the Buttonwillow Chamber of Commerce and Agriculture was impressed with the changes that were occurring at the school, and would like us to continue to support the direction of the school by providing these opportunities

in the current LCAP. Members were presented Smarter Balanced Scores, academic growth, current CELDT scores, a summary of activities completed, and progress toward meeting 17-18 LCAP goals and actions.

March 13, 2018--Parent Meeting--School wide needs

At the parent meeting there were 31 parents that signed into the meetings. The parents were broken into two groups. Those that wanted to participate in a meeting in English, and a group that wanted to participate in Spanish. Accomplishments (including CAASPP, CELDT, and PFT data) was shared with parents as well as an update of progress on 17-18 LCAP goals and activities. Suggestions and comments from each meeting were recorded and presented to the board on May 14, 2018.

March 16, 2018---Parent Surveys

Parent surveys were given to all parents at the school. Parents were given several opportunities to complete the survey online or on paper over a two week period.

Approximately 75% of our parents completed the survey. 93% of agreed or strongly agreed that the learning environment of the school is improving, 94% agreed or strongly agreed that the school provided a safe environment, 94% also agreed or strongly agreed that their child likes school. The lowest areas of the survey were 30% whose students did not participate in extra curricular activities and 62% have not volunteered in their child's classroom this year.

April 11, 2018---Staff Surveys---School Climate

A yearly staff survey was completed by certificated staff online and classified staff on paper. The survey was available for two weeks. 22 staff members completed the survey (3 classified, 19 certificated members). 100% agreed or strongly agreed that the district is providing a high quality education for students. 9% did not agree that our school is moving students toward English proficiency, 55% agree that absenteeism is adequately being addressed. 94% of respondents agreed or strongly agreed that they help plan, implement and evaluate instructional materials, strategies and programs. 99% agree that parents are valued as an important partner in their child's education.

April 11, 2018---Student Surveys

Student surveys with a 2-point scale were conducted of all 3rd through 8th grade students. The survey was available for 1 week and students were encouraged to complete the survey at school.

Over 174 Third through Eighth grade students responded to the survey. 93% agreed that the school provides a good education for them. 76% feel safe at school, 77% felt that their school was in good condition, and 90% said the school has teachers, principals, and other adults that care about them.

May 14, 2018-Survey Results and Summary of Findings from surveys and LCAP Taco Night were presented to the School Board
May 24, 2018---School Site Council/DAC/DELAC Representatives

SSC/DELAC Members requested the addition of Parent Trainings for topics including cooking healthy meals, monitoring technology, and school safety. These have been added to Goal 3, Action 2, Page 72

June 11, 2018---LCAP and Budget Public Hearing.

June 18, 2018---LCAP and Budget Board Approval

Impact on LCAP and Annual Update

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

Feedback from parents (in person and surveys) included:
Continue award trips, AVID, After School Tutoring, Garden
Additional After School Programs
Decrease in bullying

These are reflected in the Annual Update and actions aligned to LCAP Goal 1, Action 9, Page 50; Goal 1, Action 10, Page 52; Goal 2, Action 2, Page 59; Goal 3, Action 1, Page 70; and Goal 3, Action 2, Page 72

Feedback from DELAC included:
Provide incentives for parent trainings
The addition of Parent Trainings for topics including cooking healthy meals, monitoring technology, and school safety.

These are reflected in the Annual Update and actions aligned to LCAP Goal 3, Action 2, Page 72

Feedback from student surveys included:
Decrease in bullying

These are reflected in the Annual Update and actions aligned to LCAP Goal 3, Action 1, Page 70 and Goal 3, Action 2, Page 72

Feedback from staff (in person) included:
Professional Development in EL and Technology

These are reflected in the Annual Update and actions aligned to LCAP Goal 1, Action 1, Page 50

No feedback was received from BTA, Buttonwillow Chamber, or Buttonwillow Foundation

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 1

Increase academic achievement in the core areas for all students, including students with disabilities and unduplicated pupils.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Based on Survey Data, Classroom Walk-Through Data, Scheduling Data, and State Assessment results the following areas of need were identified:

Priority 2:

Based on classroom walkthrough data, while 100% of classes are using standards based instruction and providing daily ELD, there is an identified need for going deeper with Designated ELD, Integrated ELD, and implementing higher DOK levels especially in math.

Priority 4:

Based on Smarter Balanced Assessment results, student performance increased by 3% from the 2016-17 state assessment results. In ELA, there was an average increase of 18.8 points from level 3. In math, there was an average increase of 12.9 points from level 3. In Math students remain below 20% of students performing at grade level, both ELA and Math remain below 0 in distance from Level 3 (grade level).

ELPAC

AMAO Data is no longer available, CDE now using EL Progress indicator from the California Dashboard. Currently on the CELDT, 75.2% demonstrated growth. 14.3% of EL's in grades 4th - 8th are classified as LTEL, 7.9% are classified as At Risk for becoming an LTEL. The state is in transition from CELDT to ELPAC for determining the EL Progress indicator. This data, student survey data (13.2% disagree that EL's are being taught English as quickly as possible) and staff survey data (9.1% disagree) results demonstrate that we need a stronger focus on our EL students and the strategies that are being used to move them toward English Proficiency.

Priority 7:

Based on scheduling reports, A. 100% of students had access to all required courses, in addition all EL students received daily instruction in ELD, and all students exceeded the required number of minutes for Physical Education, and B. Special Education services as written in their IEP's.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>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 for English Language Arts b. Mathematics – Common Core State Standards for Mathematics c. English Language Development</p>	<p>Priority 2: Based on classroom walkthrough data, as measured by the C3 tool, 100% of classrooms implement CCSS on a daily basis. Data also shows that ELD instruction is provided daily for 100% of EL identified students. 75% of the time these lessons include research based strategies that incorporate the ELD standards. 3 days of training focusing on ELD</p>	<p>Priority 2: Common core implementation as measured by classroom walkthroughs, will be maintained at 100% implementation, including analysis of CA academic and performance standards. There will be a 5% increase in instruction provided at DOK levels 3 or above. Staff will begin to understand and incorporate NGSS standards in all grades during 25% of their</p>	<p>Priority 2: Common core implementation as measured by classroom walkthroughs, will be maintained at 100% implementation, including analysis of CA academic and performance standards. There will be a 5% increase in instruction provided at DOK levels 3 or above. Staff will begin to understand and incorporate NGSS standards in all grades during 50% of their</p>	<p>Priority 2: Common core implementation as measured by classroom walkthroughs, will be maintained at 100% implementation, including analysis of CA academic and performance standards. There will be a 5% increase in instruction provided at DOK levels 3 or above. Staff will begin to understand and incorporate NGSS standards in all grades during 100% of their</p>

Metrics/Indicators	Baseline		2017-18		2018-19		2019-20	
f. History-Social Science h. Physical Education Model Content Standards i. Next Generation Science Standards j. Visual and Performing Arts 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 4: Pupil Achievement as measured by all of the following, as applicable: A. Statewide assessments; D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT; E. The English learner reclassification rate; B. Academic Performance Index N/A for a K-8 district	strategies and standards was provided in August of 2016, 93% of teachers attended this training. Implementation of the ELA/ELD framework remains at partial stages as measured classroom observations. Priority 4: Student performance increased by 4% from the 2015-16 state assessment results. Pupil Achievement Achieved in 2015-16 CAASPP Assessments (% meeting or exceeding the standard)		science instruction. As standards are updated in other core subjects, instruction and curriculum will be aligned. 100% of all EL students receive daily instruction in ELD with EL aligned materials during designated EL instructional time. Priority 4: Improvements as measured by State and local assessments will be seen in each area. 3% increases are expected. Pupil Achievement Expected Smarter Balanced Assessment (% meeting or exceeding the standard)		science instruction. As standards are updated in other core subjects, instruction and curriculum will be aligned. 100% of all EL students receive daily instruction in ELD with EL aligned materials during designated EL instructional time. Priority 4: Improvements as measured by State and local assessments will be seen in each area. 3% increases are expected in proficiency and 10 points of growth in Distance from Level 3. Pupil Achievement Expected Smarter Balanced Assessment % meeting or exceeding the standard		science instruction. As standards are updated in other core subjects, instruction and curriculum will be aligned. 100% of all EL students receive daily instruction in ELD with EL aligned materials during designated EL instructional time. Priority 4: Improvements as measured by State and local assessments will be seen in each area. 3% increases are expected in proficiency and 10 points of growth in Distance from Level 3. Pupil Achievement Expected Smarter Balanced Assessment % meeting or exceeding the standard	
	ELA%	Math%						
	Science%							
	LEA	19						
	11	5th- 19%						
	Hispanic	19						
	11	8th-27%						
	White	15	ELA%	Math%				
	19		Science%					
	SED	19	LEA	22				
	11		14	5th-22%	ELA%	Math%	ELA%	Math%
	EL	24	Hispanic	22	Science%		Science%	
	14	(including RFEP)	14	8th-30%	LEA	25	LEA	28
					17	5th-25%	20	5th-28%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
C. Successfully complete A-G courses: N/A for a K-8 district	SWD 0 7	White 18 22	Hispanic 25 17 8th-33%	Hispanic 28 20 8th-36%
F. Passed AP exam: N/A for a K-8 district	CELDT	SED 22 14	White 21 25	White 24 28
G. Early Assessment Program: N/A for a K-8 district	55% of EL students met AMAO 1 (decreased 1%) (local results) 31% of students less than 5 years in the US	EL 27 17	SED 25 17	SED 28 20
Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:	Met AMAO 2 (Increased 5%) 28.6 of students more than 5 years in the US met AMAO 2 (Decreased 10%)	SWD 3 10	EL 30 20	EL 33 23
A. S broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;	16 students Re-Designated (increased by 8)	CELDT (or ELPAC) AMAO 1 will be 58% AMAO 2 Less than 5 years will be 34% More than 5 years will be 31%	Average Distance from Level 3 (Grade Level) Group ELA Math All -47 - 73	Average Distance from Level 3 (Grade Level) Group ELA Math All -37 - 63
B. Programs and services developed and provided to unduplicated pupils; and	23% of 4th - 8th grade EL students are classified as LTEL, 13% are classified as At Risk for becoming an LTEL.	EL Reclassification Rate: 18 students LTEL-20% At Risk for LTEL-10%	Hispanic -48 - 75 SED -48 - 73 EL -55 - 77	Hispanic -38 - 65 SED -38 - 63 EL -45 - 67
C. Programs and services developed and provided to individuals with exceptional needs.	B. Academic Performance Index N/A for a K-8 district C. Successfully complete A-G courses: N/A for a K-8 district F. Passed AP exam: N/A for a K-8 district G. Early Assessment Program: N/A for a K-8 district	B. Academic Performance Index N/A for a K-8 district C. Successfully complete A-G courses: N/A for a K-8 district F. Passed AP exam: N/A for a K-8 district G. Early Assessment Program: N/A for a K-8 district Priority 7:	SWD -129 - 140 ELPAC EL Progress Indicator-75% continue to demonstrate growth EL Reclassification Rate: 18 students LTEL-less than 10% At Risk for LTEL-6%	SWD -119 - 130 ELPAC EL Progress Indicator-75% continue to demonstrate growth EL Reclassification Rate: 18 students LTEL-less than 10% At Risk for LTEL-6%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Priority 7</p> <p>100% of students had access to all required courses, in addition all EL students received daily instruction in ELD, and all students exceeded the required number of minutes for Physical Education, and Special Education services as written in their IEP's.</p> <p>Average class size TK - 8th: 24.5</p>	<p>Continue to have all students, including ELs and SWDs, have access to all courses in Ed Code 51210. EL students will continue to be provided leveled ELD daily.</p> <p>All students will continue to meet the required number of minutes for Physical Education and all students in Special Education will continue to receive services as written in their IEPs.</p> <p>Average class sizes for TK - 8th will remain at or below 25.</p>	<p>B. Academic Performance Index N/A for a K-8 district</p> <p>C. Successfully complete A-G courses: N/A for a K-8 district</p> <p>F. Passed AP exam: N/A for a K-8 district</p> <p>G. Early Assessment Program: N/A for a K-8 district</p> <p>Priority 7:</p> <p>A. Continue to have all students, including ELs and SWDs, have access to all courses in Ed Code 51210. EL students will continue to be provided Designated ELD daily. All students will continue to meet the required number of minutes for Physical Education.</p> <p>B. All students in Special Education will continue to receive services as written in their IEPs.</p> <p>Average class sizes for TK - 8th will remain at or below 25.</p>	<p>B. Academic Performance Index N/A for a K-8 district</p> <p>C. Successfully complete A-G courses: N/A for a K-8 district</p> <p>F. Passed AP exam: N/A for a K-8 district</p> <p>G. Early Assessment Program: N/A for a K-8 district</p> <p>Priority 7:</p> <p>A. Continue to have all students, including ELs and SWDs, have access to all courses in Ed Code 51210. EL students will continue to be provided designated ELD daily. All students will continue to meet the required number of minutes for Physical Education.</p> <p>B. All students in Special Education will continue to receive services as written in their IEPs.</p> <p>Average class sizes for TK - 8th will remain at or below 25.</p>

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

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Based on our staff Professional Development survey results and due to our high numbers of EL and SED students, professional development will focus on needs identified by teachers, strategies and methods that have been proved effective in advancing these

2018-19 Actions/Services

Based on our staff Professional Development survey results and due to our high numbers of EL and SED students, professional development will focus on needs identified by teachers, strategies and methods that have been proved effective in advancing these

2019-20 Actions/Services

Based on our staff Professional Development survey results and due to our high numbers of EL and SED students, professional development will focus on needs identified by teachers, strategies and methods that have been proved effective in advancing these

students, and closing the achievement gap. Staff Development release time, staff development presenters, and supplies needed to meet the needs of the school in the following areas:

Effective Instructional Strategies
Effective EL Instruction
Currently adopted materials
Rtl
Technology
Other areas identified by staff and administration

students, and closing the achievement gap. Staff Development release time, staff development presenters, and supplies needed to meet the needs of the school in the following areas:

Updates to:
Effective Instructional Strategies
Effective EL Instruction
Currently adopted materials
Rtl
Technology
Math

And other areas identified by staff and administration

students, and closing the achievement gap. Staff Development release time, staff development presenters, and supplies needed to meet the needs of the school in the following areas:

Updates to:
Effective Instructional Strategies
Effective EL Instruction
Currently adopted materials
Rtl
Technology
Math

And other areas identified by staff and administration

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,000	\$30,000	\$35,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Extra Time and Benefits	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Extra Time and Benefits	1000-1999: Certificated Personnel Salaries Extra Time and Benefits
Amount	\$30,000	\$5,000	\$5,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies Supplies	4000-4999: Books And Supplies Supplies and Materials	4000-4999: Books And Supplies Supplies and Materials

Amount	\$10,000	\$10,000	\$10,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Contracts with Outside Presenters	5000-5999: Services And Other Operating Expenditures Contracts with Outside Presenters	5000-5999: Services And Other Operating Expenditures Contracts with Outside Presenters
Amount	\$20,000	\$20,000	\$20,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Conference and Travel Expenses	5000-5999: Services And Other Operating Expenditures Conference and Travel Expenses	5700-5799: Transfers Of Direct Costs Conference and Travel Expenses

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

Full implementation of a state pre-school so students who enter TK/K at our school are on grade level and can meet grade level standards by the end of their first year.

Continued full implementation of a state pre-school so SED and EL students who traditionally enter school lacking academic skills, will be able to enter TK/K at our school are on grade level and can meet grade level standards by the end of their first year. The district will be moving toward integration of early childhood education programs.

Continued full implementation of a state pre-school so students who enter TK/K at our school are on grade level and can meet grade level standards by the end of their first year. The district will be moving toward integration of early childhood education programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$2,300	\$2,300
Source		Supplemental/Concentration	Supplemental/Concentration
Budget Reference		2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits Classified Salary and Benefits	2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits Classified Salary and Benefits
Amount	\$30,000	\$25,000	\$30,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies Supplemental Materials and Supplies	4000-4999: Books And Supplies Supplemental Materials and Supplies	4000-4999: Books And Supplies Supplemental Materials and Supplies

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income**Scope of Services:**

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Maintain the additional 15 Minutes of Instructional Time

2018-19 Actions/Services

Maintain the additional 15 Minutes of Instructional Time. This service supports instructional strategies that allow for more individual attention for low income, foster youth, and English learners

2019-20 Actions/Services

Maintain the additional 15 Minutes of Instructional Time. This service supports instructional strategies that allow for more individual attention for low income, foster youth, and English learners

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$100,000	\$110,000	\$120,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Salaries and Benefits	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Salaries and Benefits	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Salaries and Benefits

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Support materials as needed to supplement the instructional needs in the classroom to ensure that sub groups are able to accelerate their learning to close the achievement gap.

2018-19 Actions/Services

Support materials as needed to supplement the instructional needs in the classroom to ensure that sub groups are able to accelerate their learning to close the achievement gap.

2019-20 Actions/Services

Support materials as needed to supplement the instructional needs in the classroom to ensure that sub groups are able to accelerate their learning to close the achievement gap.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$54,000	\$15,000	\$21,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies Supplies and Materials	4000-4999: Books And Supplies Supplies and Materials	4000-4999: Books And Supplies Supplies and Materials

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Maintain Class Size Reduction by continuing to employ 4 additional teachers as identified by parents, students, and teachers through LCFF feedback and surveys.

2018-19 Actions/Services

Maintain Class Size Reduction by continuing to employ 4 additional teachers as identified by parents, students, and teachers through LCFF feedback and surveys. This service supports instructional strategies that allow for more individual attention for low income, foster youth, and English learners

2019-20 Actions/Services

Maintain Class Size Reduction by continuing to employ 4 additional teachers as identified by parents, students, and teachers through LCFF feedback and surveys. This service supports instructional strategies that allow for more individual attention for low income, foster youth, and English learners

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$320,000	\$330,000	\$340,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Salaries and Benefits	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Salaries and Benefits	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Salaries and Benefits

Action 6

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Staff Development focusing on the needs of new teachers and staff to ensure new teachers have the support and training necessary for working with subgroups and their unique needs.

2018-19 Actions/Services

Staff Development focusing on the needs of new teachers and staff to ensure new teachers have the support and training necessary for working with subgroups and their unique needs.

2019-20 Actions/Services

Staff Development focusing on the needs of new teachers and staff to ensure new teachers have the support and training necessary for working with subgroups and their unique needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration

Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Extra Time and Benefits	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Extra Time and Benefits	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Extra Time and Benefits
Amount	\$7,000		\$5,000
Source	Supplemental/Concentration		Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies Supplies and Materials		4000-4999: Books And Supplies Supplies and Materials
Amount		\$20,000	\$20,000
Source		Supplemental/Concentration	Supplemental/Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures Contract with KCSOS for BTSA	5000-5999: Services And Other Operating Expenditures Contract with KCSOS for BTSA

Action 7

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Maintain the certificated position that incorporates band and a co-teacher in the science, nutrition/math, garden and library labs will continue.

2018-19 Actions/Services

Maintain the position that incorporates band and a co-teacher in the science, nutrition/math, garden and library labs will continue.

2019-20 Actions/Services

Maintain the position that incorporates band and a co-teacher in the science, nutrition/math, garden and library labs will continue.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,000	\$28,000	\$31,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits 25% of Salary and Benefits	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits 25% of Salary and Benefits	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits 25% of Salaries and Benefits
Amount	\$72,000	\$75,000	\$78,000
Source	Title 1	Title 1	Title 1
Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits 75% of Salary and Benefits	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits 75% of Salary and Benefits	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits 75% of Salary and Benefits
Amount	\$40,000	\$16,000	\$20,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies Supplies and Materials	4000-4999: Books And Supplies Supplies and Materials	4000-4999: Books And Supplies Supplies and Materials

Action 8

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Purchase and provide support for technology and maintain a replacement fund.

2018-19 Actions/Services

Purchase and provide support for technology and maintain a replacement fund with an emphasis to support low income, foster youth, and English Learners that may not have access to internet or wi-fi at home.

2019-20 Actions/Services

Purchase and provide support for technology and maintain a replacement fund with an emphasis to support low income, foster youth, and English Learners that may not have access to internet or wi-fi at home.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$50,000	\$50,000	\$50,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies Technology	4000-4999: Books And Supplies Technology	4000-4999: Books And Supplies Technology

Action 9

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools
Specific Grade Spans: 3,4,5,6,7,8

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Expanding and support for the AVID Elementary Program. This program has been proven to provide additional support for subgroup students by teaching them skills necessary for exceeding in elementary, middle, high schools and beyond. This program includes: curriculum, Professional Development (Conferences, workshops, collaborative planning), and development and monitoring of a school AVID plan. Program will expand to include grades 4 and 5.

2018-19 Actions/Services

Expanding and support for the AVID Elementary Program. This program has been proven to provide additional support for subgroup students by teaching them skills necessary for exceeding in elementary, middle, high schools and beyond. This program includes: curriculum, Professional Development (Conferences, workshops, collaborative planning), and development and monitoring of a school AVID plan. 3rd Grade will be added

2019-20 Actions/Services

Expanding and support for the AVID Elementary Program. This program has been proven to provide additional support for subgroup students by teaching them skills necessary for exceeding in elementary, middle, high schools and beyond. This program includes: curriculum, Professional Development (Conferences, workshops, collaborative planning), and development and monitoring of a school AVID plan. District will evaluate possibility of adding 2nd Grade and other grades as appropriate

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,000	\$15,000	\$15,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits

	Extra Time and Benefits	Extra Time and Benefits	Extra Time and Benefits
Amount	\$10,000	\$10,000	\$10,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies Supplies and Materials	4000-4999: Books And Supplies Supplies and Materials	4000-4999: Books And Supplies Supplies and Materials
Amount	\$20,000	\$25,000	\$25,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development (Conferences and Workshops)	5000-5999: Services And Other Operating Expenditures Professional Development (Conferences and Workshops)	5000-5999: Services And Other Operating Expenditures Professional Development (Conferences and Workshops)
Amount	\$20,000	\$10,000	\$10,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Contracts	5800: Professional/Consulting Services And Operating Expenditures Contracts	5800: Professional/Consulting Services And Operating Expenditures Contracts

Action 10

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

2017-18 Actions/Services

Continued implementation of expanded learning programs which may include before school and summer programs. Programs will focus on hands-on learning to extend the curriculum taught during the regular school day. Activities may include (but are not limited to): coding, robotics, music, 4-H, cooking, academic support, dance, fitness, etc. In addition to providing transportation for after school programs. There will be a review of the feasibility of providing transportation for the Summer School programs.

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

Modified Action

2018-19 Actions/Services

Continued implementation of expanded learning programs which may include before school and summer programs. Programs will focus on hands-on learning to extend the curriculum taught during the regular school day. Activities may include (but are not limited to): coding, robotics, music, 4-H, cooking, academic support, dance, fitness, etc. In addition to providing transportation for after school programs. If identified as feasible, transportation will also be provided for Summer School. Incentives will be offered for students that meet attendance criteria. Priority will be given to low income and EL students.

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

Modified Action

2019-20 Actions/Services

Continued implementation of expanded learning programs which may include before school and summer programs. Programs will focus on hands-on learning to extend the curriculum taught during the regular school day. Activities may include (but are not limited to): coding, robotics, music, 4-H, cooking, academic support, dance, fitness, etc. In addition to providing transportation for after school programs. If identified as feasible, transportation will also be provided for Summer School. Incentives will be offered for students that meet attendance criteria. Priority will be given to low income and EL students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,000	\$10,000	\$10,000
Source	Title 1	Title 1	Title 1
Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Extra Time and Benefits for Academic Support	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Extra Time and Benefits for Academic Support	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Transportation Costs
Amount	\$7,000	\$7,000	\$7,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration

Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Extra Time and Benefits for extension activities	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Extra Time and Benefits for extension activities	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Extra Time and Benefits for extension activities
Amount	\$15,000	\$15,000	\$15,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies Supplies and Materials	4000-4999: Books And Supplies Supplies and Materials	4000-4999: Books And Supplies Supplies and Materials
Amount	\$10,000	\$10,000	\$10,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits Extra time for bus driver	2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits Extra time for bus driver	2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits Extra time for bus driver
Amount	\$5,000	\$10,000	\$12,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5700-5799: Transfers Of Direct Costs Transportation costs	5700-5799: Transfers Of Direct Costs Transportation costs	5700-5799: Transfers Of Direct Costs Transportation costs

Action 11

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

English Learners Low Income		
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Actions/Services

Budgeted Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Maintain a school climate that is conducive to learning

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Based on survey and attendance data, the district needs to increase the focus on student attendance. This applies to overall attendance and the students identified as a chronic absentee.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Basic Services addresses the degree to which: A. Teachers in the LEA are appropriately assigned and fully credentialed in the	Priority 1 Reports filed with the Kern County Superintendent of Schools office confirmed that 100% of our	Priority 1 Reports filed with the Kern County Superintendent of Schools office will continue to confirmed	Priority 1 Reports filed with the Kern County Superintendent of Schools office will continue to confirmed	Priority 1 Reports filed with the Kern County Superintendent of Schools office will continue to confirmed

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>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.</p> <p>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 rate: N/A for a K-8 district E. High school graduation rate: N/A for a K-8 district</p> <p>Priority 6: School Climate as measured by all of the following, as applicable: A. Pupil suspension rates; B. Pupil expulsion rates; and</p>	<p>teachers meet state requirements.</p> <p>Reports from the Williams Visitation conducted in September of 2016 show that all students have been provided current, standards based, instructional materials in the core subjects and we received an Exemplary rating on the FIT report during the September, 2015 school site visit by the Williams Team. No findings or deficiencies were found with this visit or in the subsequent report.</p> <p>Priority 5</p> <p>CALPADS, P1, and P2 reports show that school attendance rates are currently at 95.3%. The Chronic Absenteeism rate is 9%.</p> <p>The Middle School Drop Out Rate remains at 0.</p> <p>High school dropout rate: N/A for a K-8 district</p>	<p>that 100% of our teachers meet state requirements.</p> <p>Williams Visitation reports will continue to show that all students have been provided current, standards based, instructional materials in the core subjects and an Exemplary rating on the FIT report.</p> <p>Priority 5</p> <p>CALPADS, P1, and P2 reports will continue to show that school attendance rates are at or above 95% and the Chronic Absenteeism rate is below 10% and decreasing annually.</p> <p>The Middle School Drop Out Rate will remain at 0.</p> <p>High school dropout rate: N/A for a K-8 district</p> <p>High school graduation rate: N/A for a K-8 district</p>	<p>that 100% of our teachers meet state requirements.</p> <p>Williams Visitation reports will continue to show that all students have been provided current, standards based, instructional materials in the core subjects and an Exemplary rating on the FIT report.</p> <p>Priority 5</p> <p>CALPADS, P1, and P2 reports will continue to show that school attendance rates are at or above 95% and the Chronic Absenteeism rate is below 10% and decreasing annually.</p> <p>The Middle School Drop Out Rate will remain at 0.</p> <p>High school dropout rate: N/A for a K-8 district</p> <p>High school graduation rate: N/A for a K-8 district</p>	<p>that 100% of our teachers meet state requirements.</p> <p>Williams Visitation reports will continue to show that all students have been provided current, standards based, instructional materials in the core subjects and an Exemplary rating on the FIT report.</p> <p>Priority 5</p> <p>CALPADS, P1, and P2 reports will continue to show that school attendance rates are at or above 95% and the Chronic Absenteeism rate is below 10% and decreasing annually.</p> <p>The Middle School Drop Out Rate will remain at 0.</p> <p>High school dropout rate: N/A for a K-8 district</p> <p>High school graduation rate: N/A for a K-8 district</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.	High school graduation rate: N/A for a K-8 district	Priority 6	Priority 6	Priority 6
Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.	As measured by our Student Information System (Infinite Campus), the referral rate was 5%, the suspension rate was 1%, and the expulsion rate was 0.	As measured by our Student Information System (Infinite Campus), the referral rate and suspension rate will be below 1% and the expulsion rate will remain at 0.	As measured by our Student Information System (Infinite Campus), the referral rate and suspension rate will be below 1% and the expulsion rate will remain at 0.	As measured by our Student Information System (Infinite Campus), the referral rate and suspension rate will be below 1% and the expulsion rate will remain at 0.
	Based on student survey's 73% enjoy school, 77% feel safe at school, and 87% feel academic expectations are high.	CHKS or local survey results will continue to demonstrate that a minimum of 70% of students enjoy school, feel safe at school, and feel the expectations are high.	CHKS or local survey results will continue to demonstrate that a minimum of 70% of students enjoy school, feel safe at school, and feel the expectations are high.	CHKS or local survey results will continue to demonstrate that a minimum of 70% of students enjoy school, feel safe at school, and feel the expectations are high.
	Priority 8	Priority 8	Priority 8	Priority 8
	During the 15-16 school year, Physical Fitness Scores were: (recorded as % in Healthy Fitness Zone)	Physical Fitness Scores will continue to be at or above the state average: (recorded as % in Healthy Fitness Zone)	Physical Fitness Scores will continue to be at or above the state average: (recorded as % in Healthy Fitness Zone)	Physical Fitness Scores will continue to be at or above the state average: (recorded as % in Healthy Fitness Zone)
	5th7th			
	Aerobic Capacity			
	8180			
	Body Composition			
	45.250			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Abdominal Strength 78.6 77.5 Trunk Extension 100 Upper Body Strength 85.7 Flexibility 78.6 77.5			
	95 90			

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

The PBIS model will continue to be implemented to maintain the low suspension and referral rates.

2018-19 Actions/Services

The PBIS model will continue to be implemented to maintain the low suspension and referral rates specifically for students who are identified as low income or EL.

2019-20 Actions/Services

The PBIS model will continue to be implemented to maintain the low suspension and referral rates specifically for students who are identified as low income or EL.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$2,000
Source	Foundation	Foundation	Foundation
Budget Reference	4000-4999: Books And Supplies Supplies	4000-4999: Books And Supplies Supplies	4000-4999: Books And Supplies Supplies
Amount	\$2,000	\$1,200	\$1,200
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Extra Time and Benefits	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Extra Time and Benefits	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Extra Time and Benefits

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Award trips and transportation for trips to motivate students to attend school, maintain good behavior, and excel academically.

2018-19 Actions/Services

Award trips and transportation for trips to motivate students to attend school, maintain good behavior, and excel academically.

2019-20 Actions/Services

Award trips and transportation for trips to motivate students to attend school, maintain good behavior, and excel academically.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,200	\$1,300	\$1,400
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Extra Time	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Extra Time and Benefits	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Extra Time and Benefits
Amount	\$5,000	\$5,000	\$5,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Transportation	5800: Professional/Consulting Services And Operating Expenditures Transportation	5800: Professional/Consulting Services And Operating Expenditures Transportation

Amount	\$5,000	\$5,000	\$5,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Entrance Fee's	5000-5999: Services And Other Operating Expenditures Entrance Fee's	5000-5999: Services And Other Operating Expenditures Entrance Fee's
Amount		\$5,000	\$5,000
Source		Supplemental/Concentration	Supplemental/Concentration
Budget Reference		4000-4999: Books And Supplies Supplies	4000-4999: Books And Supplies Supplies

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

The district will maintain all school facilities in good repair, as determined by the FIT report and will create a plan to prioritize modernization and site repair work to

2018-19 Actions/Services

The district will maintain all school facilities in good repair, as determined by the FIT report and will create a plan to prioritize modernization and site repair work to

2019-20 Actions/Services

The district will maintain all school facilities in good repair, as determined by the FIT report and will create a plan to prioritize

provide opportunities in each classroom.
Including additional drinking fountains
and/or drinking stations.

provide opportunities in each classroom.
Including additional drinking fountains
and/or drinking stations.

modernization and site repair work to
provide opportunities in each classroom.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$60,000	\$60,000	\$60,000
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Maintenance	5000-5999: Services And Other Operating Expenditures Maintenance Base	5000-5999: Services And Other Operating Expenditures Maintenance Base

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth,
and/or Low Income)

English Learners
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

<p>Student Attendance</p> <p>Positive attendance letters will be sent home Truancy letters will be sent home Superintendent will work with the KCSD to address attendance issues Students with Perfect Attendance each quarter will be included in the quarterly award trips Superintendent and Assistant Superintendent will work with KCSOS Americorp Program to support families identified with poor attendance</p>	<p>Student Attendance</p> <p>Positive attendance letters will be sent home Truancy letters will be sent home Superintendent will work with the KCSD to address attendance issues Students with Perfect Attendance each quarter will participate in on-campus activities</p> <p>Superintendent and Assistant Superintendent will work with KCSOS Americorp Program to support families identified with poor attendance or personnel to support and provide resources for families of students struggling with attendance</p>	<p>Student Attendance</p> <p>Positive attendance letters will be sent home Truancy letters will be sent home Superintendent will work with the KCSD to address attendance issues Students with Perfect Attendance each quarter will participate in on-campus activities</p> <p>Superintendent and Assistant Superintendent will work with KCSOS Americorp Program to support families identified with poor attendance personnel to support and provide resources for families of students struggling with attendance</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000	\$4,000	\$4,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies Instructional Supplies	4000-4999: Books And Supplies Supplies	4000-4999: Books And Supplies Supplies
Amount	\$14,000	\$14,000	\$14,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Contract with KCSOS	5800: Professional/Consulting Services And Operating Expenditures Contract with KCSOS	5800: Professional/Consulting Services And Operating Expenditures Contract with KCSOS

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

School Nurse will be maintained to support student health to ensure students are able to attend school and focus on learning.

2018-19 Actions/Services

School Nurse will be maintained to support student health to ensure students are able to attend school and focus on learning. This service supports meeting the identified needs of students who are low income and EL's who may not have access to other forms of health and/or dental care.

2019-20 Actions/Services

School Nurse will be maintained to support student health to ensure students are able to attend school and focus on learning. This service supports meeting the identified needs of students who are low income and EL's who may not have access to other forms of health and/or dental care.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,000	\$12,000	\$12,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration

Budget
Reference

5800: Professional/Consulting
Services And Operating
Expenditures
Contract KCSOS

5800: Professional/Consulting
Services And Operating
Expenditures
Contract with KCSOS

5800: Professional/Consulting
Services And Operating
Expenditures
Contract with KCSOS

Action 6

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth,
and/or Low Income)

Scope of Services:

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

Location(s):

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

English Learners
Foster Youth
Low Income

LEA-wide

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

School Psychologist will be maintained to coordinate RtI, PBIS, and SST meetings. This position will also provide mental health support to students in need of basic counseling support to eliminate mental health barriers of learning.

2018-19 Actions/Services

School Psychologist will be maintained to coordinate RtI, PBIS, and SST meetings. This position will also provide mental health support to students in need of basic counseling support to eliminate mental health barriers of learning. This service supports meeting the identified needs of students who are low income and EL's

2019-20 Actions/Services

School Psychologist will be maintained to coordinate RtI, PBIS, and SST meetings. This position will also provide mental health support to students in need of basic counseling support to eliminate mental health barriers of learning. This service supports meeting the identified needs of students who are low income and EL's

who may not have access to other forms of mental health care.

who may not have access to other forms of mental health care.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$65,000	\$55,000	\$60,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits 50% of Salary and Benefits	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits 50% of Salary and Benefits	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits 50% of Salary and Benefits

Action 7

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

Physical Fitness and healthy eating will be a component of maintaining a healthy lifestyle through teaching, modeling, use of garden, and PE instruction

Physical Fitness and healthy eating will be a component of maintaining a healthy lifestyle through teaching, modeling, use of garden, and PE instruction

Physical Fitness and healthy eating will be a component of maintaining a healthy lifestyle through teaching, modeling, use of garden, and PE instruction

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,000	\$10,000	\$10,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies Supplies and Materials	4000-4999: Books And Supplies Supplies and Materials	4000-4999: Books And Supplies Supplies and Materials

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Increase parent engagement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Identified Need:

One of the greatest needs at Buttonwillow, as identified in surveys, is parent engagement. Approximately 65% of families completed the Parent Survey. While only 20% of our parents did not attend any family night events, 60% have never volunteered in their child's classroom.

We also need to include parent participation in our events, as measured by the families that sign into events, attend field trips, and award trips.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3: Parental Involvement addresses: A. The efforts the school district makes to seek parent input in making decisions for the school	Priority 3: Approximately 65% of families completed the Parent Survey.	Priority 3: We would want to see our parent participation (including all parents of students with exceptional needs and	Priority 3: We would want to see our parent participation (including all parents of students with exceptional needs and	Priority 3: We would want to see our parent participation (including all parents of students with exceptional needs and

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
district and each individual school site; B. How the school district will promote parental participation in programs for unduplicated pupils C. How the school district will promote parental participation in programs for individuals with exceptional needs.	80% of our parents attend at least one family night events, 40% have volunteered in their child's classroom. Approximately 5 parents attended a field trip 5 Family Events were offered	those in the unduplicated count) rate increase by 5% as identified by sign in sheets and responses on the Parent Survey (70% participation rate). Parents of students with exceptional needs will be asked to complete additional questions related to the unique needs of their students. Participation increase will include sign in sheets from family night events, ESL classes, returned Parent Survey's, and parent conference attendance. Maintain the percentage of families attending at least one family night event (80%) Increase the number of parents who volunteer in their child's classroom by at least 5% (45%). Provide opportunities for at least 25 parents to attend field trip and award trip activities.	those in the unduplicated count) rate increase by 3% as identified by sign in sheets and responses on the Parent Survey (73% participation rate). Parents of students with exceptional needs will be asked to complete additional questions related to the unique needs of their students. Participation increase will include sign in sheets from family night events, returned Parent Survey's, and parent conference attendance. Maintain the percentage of families attending at least one family night event (80%) Increase the number of parents who volunteer in their child's classroom by at least 3% (48%). Provide opportunities for at least 30 parents to attend field trip and award trip activities. 6 Family Events will be offered	those in the unduplicated count) rate increase by 3% as identified by sign in sheets and responses on the Parent Survey (76% participation rate). Parents of students with exceptional needs will be asked to complete additional questions related to the unique needs of their students. Participation increase will include sign in sheets from family night events, ESL classes, returned Parent Survey's, and parent conference attendance. Maintain the percentage of families attending at least one family night event (80%) Increase the number of parents who volunteer in their child's classroom by at least 3% (51%). Continue to provide opportunities for at least 30 parents to attend field trip and award trip activities.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		7 Family Events will be offered	6 Family Events will be offered	6 Family Events will be offered

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Parent Engagement

2018-19 Actions/Services

Parent Engagement

The phone, email, and text parent communication system will continue to be

2019-20 Actions/Services

Parent Engagement

The phone, email, and text parent communication system will continue to be

The phone, email, and text parent communication system will continue to be used to communicate parent events.

Student incentives will be given to individual students and classrooms who have the greatest percentages of parents attend

Parent classes will be offered in connection with the Family Resource Center including ESL for the community, if available and there is an interest by community members.

Provide opportunities for parents to attend field trips and award trips with students and staff.

used to communicate parent events.A bullying notification form will be added to the school website for student and parent access

Student incentives will be given to individual students and classrooms who have the greatest percentages of parents attend

Parent classes will be offered in connection with the Family Resource Center including ESL for the community, if available and there is an interest by community members.

Provide opportunities for parents to attend field trips and award trips with students and staff.

used to communicate parent events. A bullying notification form will be added to the school website for student and parent access

Student incentives will be given to individual students and classrooms who have the greatest percentages of parents attend

Parent classes will be offered in connection with the Family Resource Center including ESL for the community, if available and there is an interest by community members.

Provide opportunities for parents to attend field trips and award trips with students and staff.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$6,000	\$6,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies Supplies	4000-4999: Books And Supplies Supplies	4000-4999: Books And Supplies Supplies
Amount	\$5,000		
Source	Supplemental/Concentration		
Budget Reference	4000-4999: Books And Supplies Family Resource Center		

Amount	\$1,000	\$1,000	\$1,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies Entrance Fees for Parents	4000-4999: Books And Supplies Entrance Fees for Parents	4000-4999: Books And Supplies Entrance Fees for Parents

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Parent/family nights for math/reading/science to give families an opportunity to see that education can be fun and activities can be continued at home.

2018-19 Actions/Services

Parent/family nights with incentives for math/reading/science, AVID, bullying and school safety, technology safety, cooking, and positive parenting will be offered to give families of low income students and EL students an opportunity to see that education can be fun and activities can be continued at home.

2019-20 Actions/Services

Parent/family nights with incentives for math/reading/science, AVID, bullying and school safety, technology safety, cooking, and positive parenting will be offered to give families of low income students and EL students an opportunity to see that education can be fun and activities can be continued at home.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Extra Time and Benefits	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Extra Time and Benefits	1000-1999: Certificated Personnel Salaries Extra Time and Benefits
Amount	\$1,000	\$1,000	\$1,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies Instructional Supplies	4000-4999: Books And Supplies Instructional Supplies	4000-4999: Books And Supplies Instructional Supplies

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Interpreters for parents when attending meetings and school activities so parents can fully participate in school events

2018-19 Actions/Services

Interpreters for parents when attending meetings and school activities so EL parents can fully participate in school events

2019-20 Actions/Services

Interpreters for parents when attending meetings and school activities so EL parents can fully participate in school events

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,500	\$1,500	\$1,500
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits Extra Time and Benefits	2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits Extra Time and Benefits	2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits Extra Time and Benefits

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Provide a stipend for certificated coordinator of the Parent Advisory committee and a parent coordinator to lead the committee that plans, implements, and evaluates parent activities. This position will be evaluated annually.

2018-19 Actions/Services

Provide a stipend for certificated coordinator of the Parent Advisory committee and a parent coordinator to lead the committee that plans, implements, and evaluates parent activities. This position will be evaluated annually.

2019-20 Actions/Services

Provide a stipend for certificated coordinator of the Parent Advisory committee and a parent coordinator to lead the committee that plans, implements, and evaluates parent activities. This position will be evaluated annually.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,200	\$1,500	\$1,500
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Stipend	1000-1999: Certificated Personnel Salaries Stipend	1000-1999: Certificated Personnel Salaries Stipend
Amount	\$1,200	\$1,200	\$1,200
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Stipend	2000-2999: Classified Personnel Salaries Stipend	2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits Stipend

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$896,930

Percentage to Increase or Improve Services

34.68%

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

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

The district is spending the funds in a districtwide manner. The unduplicated pupils represent 86.63% of the population. Therefore, all services are principally directed to the unduplicated pupils. The district will continue to provide services as described in section 2 of this document which include:

Professional Development will focus on needs identified by teachers, strategies and methods that have been proved effective in advancing low income and EL students, and closing the achievement gap

Additional instructional minutes and lower class sizes to allow for more individual attention for low income, foster youth, and English learners

Supplemental materials to ensure that sub groups are able to accelerate their learning to close the achievement gap.

PBIS and attendance incentives specifically for students who are identified as low income or EL.

Increased and improved communication and contact with parents through utilization of interpreters

Continued expanded learning opportunities with priority given to low income and EL students.

The district is increasing services for the unduplicated pupils by 34.68% by increasing student achievement, maintaining a school climate conducive to learning, and increasing parental engagement. As the district's unduplicated pupil rate is 92.78%, the LCAP goals and actions are aligned to the needs of these pupils and services have been improved and/or increased for unduplicated pupils as stated in section 3a.

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).

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$820,701

29.9%

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

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

The district is spending the funds in a districtwide manner. The unduplicated pupils represent 92.78% of the population. Therefore, all services are principally directed to the unduplicated pupils. The district will provide services as described in section 2 of this document which include:

Professional Development intended to train all staff in better serving the unduplicated pupil population

Band/Lab Coordinator to provide additional opportunities for students to have access to band, science, home-economics, garden and library labs

Additional instructional minutes each day

Supplemental materials

PBIS and attendance incentives

Increased and improved communication and contact with parents through utilization of interpreters

Continuing lower class sizes

Continued expanded learning opportunities

The district is increasing services for the unduplicated pupils by 29.66% by increasing student achievement, maintaining a school climate conducive to learning, and increasing parental engagement. As the district's unduplicated pupil rate is 92.78%, the LCAP goals and actions are aligned to the needs of these pupils and services have been improved and/or increased for unduplicated pupils as stated in section 3a.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the 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/fq/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; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

Using actual annual measurable outcome data, including data from the 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, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the 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 included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

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

Students to be Served

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

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

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

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of 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?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,073,100.00	830,920.00	1,073,100.00	1,045,000.00	1,103,100.00	3,221,200.00
Base	60,000.00	0.00	60,000.00	60,000.00	60,000.00	180,000.00
Foundation	2,000.00	3,000.00	2,000.00	2,000.00	2,000.00	6,000.00
Supplemental/Concentration	927,100.00	749,454.00	927,100.00	898,000.00	953,100.00	2,778,200.00
Title 1	84,000.00	78,466.00	84,000.00	85,000.00	88,000.00	257,000.00

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

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	1,073,100.00	830,920.00	1,073,100.00	1,045,000.00	1,103,100.00	3,221,200.00
1000-1999: Certificated Personnel Salaries	1,200.00	0.00	1,200.00	1,500.00	41,500.00	44,200.00
1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits	625,000.00	629,338.00	625,000.00	672,500.00	668,600.00	1,966,100.00
2000-2999: Classified Personnel Salaries	2,400.00	0.00	2,400.00	1,200.00	0.00	3,600.00
2000-2999: Classified Personnel Salaries and 3000- 3999: Employee Benefits	11,500.00	3,200.00	11,500.00	13,800.00	15,000.00	40,300.00
4000-4999: Books And Supplies	262,000.00	111,225.00	262,000.00	165,000.00	185,000.00	612,000.00
5000-5999: Services And Other Operating Expenditures	75,000.00	64,157.00	75,000.00	140,000.00	120,000.00	335,000.00
5700-5799: Transfers Of Direct Costs	5,000.00	4,200.00	5,000.00	10,000.00	32,000.00	47,000.00
5800: Professional/Consulting Services And Operating Expenditures	91,000.00	18,800.00	91,000.00	41,000.00	41,000.00	173,000.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,073,100.00	830,920.00	1,073,100.00	1,045,000.00	1,103,100.00	3,221,200.00
1000-1999: Certificated Personnel Salaries	Supplemental/Concentration	1,200.00	0.00	1,200.00	1,500.00	41,500.00	44,200.00
1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits	Supplemental/Concentration	541,000.00	550,872.00	541,000.00	587,500.00	580,600.00	1,709,100.00
1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits	Title 1	84,000.00	78,466.00	84,000.00	85,000.00	88,000.00	257,000.00
2000-2999: Classified Personnel Salaries	Supplemental/Concentration	2,400.00	0.00	2,400.00	1,200.00	0.00	3,600.00
2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits	Supplemental/Concentration	11,500.00	3,200.00	11,500.00	13,800.00	15,000.00	40,300.00
4000-4999: Books And Supplies	Foundation	2,000.00	3,000.00	2,000.00	2,000.00	2,000.00	6,000.00
4000-4999: Books And Supplies	Supplemental/Concentration	260,000.00	108,225.00	260,000.00	163,000.00	183,000.00	606,000.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	0.00	60,000.00	60,000.00	120,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental/Concentration	75,000.00	64,157.00	75,000.00	80,000.00	60,000.00	215,000.00
5700-5799: Transfers Of Direct Costs	Supplemental/Concentration	5,000.00	4,200.00	5,000.00	10,000.00	32,000.00	47,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	60,000.00	0.00	60,000.00	0.00	0.00	60,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental/Concentration	31,000.00	18,800.00	31,000.00	41,000.00	41,000.00	113,000.00

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

Total Expenditures by Goal						
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	874,000.00	740,820.00	874,000.00	853,300.00	906,300.00	2,633,600.00
Goal 2	178,200.00	82,000.00	178,200.00	174,500.00	179,600.00	532,300.00
Goal 3	20,900.00	8,100.00	20,900.00	17,200.00	17,200.00	55,300.00
Goal 4			0.00	0.00	0.00	0.00
Goal 5			0.00	0.00	0.00	0.00

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