

# 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	Contact Name and Title	Email and Phone
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## 2017-20 Plan Summary

### The Story

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

El Tejon Unified School District is a unique, rural school district which is located within a wide range of areas in the mountain communities. ETUSD has teachers who serve approximately 750 students TK through twelfth grades and consists of three schools. Frazier Park School, which serves students in pre-Kindergarten through fourth grades, El Tejon School, which serves students in the fifth through eighth grades, and Frazier Mountain High School, which serves ninth through twelfth grades. We also have a newly developed independent study program call Condor Academy.

Frazier Park Elementary School is located in the heart of Frazier Park, El Tejon School and the district office are located off of Intersate 5 in Lebec, and Frazier Mountain High School is located west of Interstate 5 between the towns of Gorman and Lebec. All three school sites serve the communities of: Lebec, Pinon Pines, Cuddy Valley, Lockwood Valley, Frazier Park, Lake of the Woods, Pine Mountain Club, and the western Antelope Valley, which includes Neenach. The combined population of the greater Frazier Park area served by the ETUSD is approximately 5,000. Demographics for ETUSD are as follows: 40% Hispanic or Latino, 51% White, and 9% other, and 10% English Learners. The area served by the district is primarily small, residential communities with a diverse socio-economic spectrum. Due to limited job opportunities in the area, many parents commute north to Bakersfield (80 - 120 miles round-trip), or south to the Los Angeles area.

At the end of each school year over the past three years, certificated and classified worked together to develop new Student Learner Outcomes which represent what everyone is working so hard to ensure all ETUSD students graduate with. A team made up of administration and teachers participated in a root/cause analysis run by the county office to look at areas of improvement that need to be addressed. Attendance was a large issue that was looked at, discussed, and actions put into the LCAP. Students in the El Tejon Unified District face unique challenges due to the location. Students live in a very rural area with very limited opportunities outside of the school day. Because of

this, we have worked hard to provide as many opportunities for them as possible through the schools. LCFF funds have been used to bring more clubs and programs to keep kids engaged as well as monies from the CTEI Grant to develop multiple CTE pathways at the high school and middle school.

## LCAP Highlights

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

District wide professional development proved successful in: establishing pacing guides and assessments in ELA and math for Frazier Park School, as well as all core subject areas at El Tejon and FMHS. Wednesday professional development time also allowed training in ELD standards and instructional strategies, California Dashboard, technology in the classroom to all teachers, and provided cross grade level collaboration. We were able to keep a master schedule at El Tejon and FMHS which allows for all students to have access to all classes with an 8<sup>th</sup> and 6<sup>th</sup> period elective. Strategies revolving around academics are also proving to be a success: ETUSD has been recognized by KCSOS as having the most improved test scores in 3<sup>rd</sup> through 8<sup>th</sup> grade ELA in the county as well as being in the top five districts for most improved EL scores in 3<sup>rd</sup> through 8<sup>th</sup> grade ELA.

## 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

ETUSD showed progress with a color of blue according to the California Dashboard in graduation rate. Our graduation rate increased drastically last year. We also showed progress with these local priorities: 2a: we moved from providing instruction to common core standards in ELA and math to all core subject areas district wide with newly created pacing guides, 3a: the percent of parents attending back to school nights rose significantly, 4a: test scores in grades 5, 7 (ELA), and 1, 4c: the percent of students graduating either A-g or CTE compliant, 4d: our number of EL's showing progress, 4f: the percent of students scoring a 3 or better on their AP exam, 5b: and ETUSD's percent of students showing chronic absenteeism dropped. ETUSD also continued 1b: maintaining a good report based on the FIT report, 1c: 100% compliant per Williams, 2b: 100% of our EL students receive appropriate EL instruction, 3b/3c: district promotes participation of parents of all unduplicated students, 7a/7b/7c: all students are enrolled in and have access to all courses of study.

ETUSD has shown progress according to teachers and staff in the areas of: CTE pathways offered at FMHS and being created at El Tejon, alignment of pacing calendars district wide, and the increase of technology and internet access for all students.

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**

According to the California Dashboard and state priorities in regard to all students, ETUSD scored red or orange in the area of 6a: suspension rates and CAASPP scores for ELA and math. Steps being taken to address low test scores in ELA and math for all students are: high school summer school, intensive intervention with a reading and math specialist focusing on grades one and two, professional development for teachers in data analysis in differentiated instruction, and completion of pacing calendars with benchmarks. Steps being taken to help suspension rate are: all school sites using more in-house disciplinary actions on all three campuses, we will also be using our SST model for behavior concerns as well as academic.

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**

In regard to our student groups, our EL’s and students with disabilities had low CAASPP Scores: the “All Students” category is orange and “Students with disabilities” and “EL’s” are red. According to test data, our EL CAASPP scores are much lower than expected: 0% of EL’s scored at the standard met or exceeded level in ELA, and only 5% in math. Many steps are being implemented to address this performance gap. ETUSD qualified for Differentiated Assistance with the county office in the area of special education. After doing a needs analysis in this area, we realized many special education students were not identified correctly in the TOMS system. Proper training will be provided to the district testing coordinator to ensure all special education students are identified properly and give necessary accommodations, students will be placed in the least restrictive environment at all grade levels, and additional test preparation activities will be provided for special education teachers. Additional intervention will also be given at the lower grade levels within the school day.

Actions within the LCAP to address performance gaps with EL students are: additional after school tutoring for EL students, professional development on Wednesday afternoons on ELD instructional strategies for all teachers, and continuing to offer proper EL time at all school sites in addition to teachers using SDAIE strategies within all subject areas.

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**

ETUSD plans on creating an intervention plan during the day at Frazier Park School for struggling students in math and ELA. Administration is working together to provide alternative solutions to correct student behavior instead of at home suspension. Although our English Learner Progress is in

the red, it has increased significantly, so we will continue focusing on our EL classes at each school site and focusing on the ELD strategies that teachers were provided professional development on. Now that our district wide pacing calendars and assessments are established, we plan to begin implementing them and using PD time to analyze data to adjust instruction to help with CAASPP results.

## Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$ 9,156,445.73
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 1,370,845.00

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.

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

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$ 7,445,175.00

# 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

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 8

Local Priorities:

## Annual Measureable Outcomes

Expected	Actual
<b>Priority 1a:</b> <u>Basic Services: Teachers credentialed and appropriately placed.</u> Increase from 93.7% to 96.7%	<b>Priority 1a:</b> <u>Basic Services: Teachers credentialed and appropriately placed.</u> 92%
<b>Priority 1b:</b> <u>Basic Services Facilities</u> All three school sites maintain "good" rating based on FIT report.	<b>Priority 1B:</b> <u>Basic Services Facilities:</u> All thee school sites did maintain a "good" rating on the FIT report.
<b>Priority 1C:</b> <u>Basic Services Access to Curriculum</u> Maintain 100% of students have access to core curriculum as per William's visit report.	<b>Priority 1C:</b> <u>Basic Services Access to Curriculum</u> ETUSD did maintain 100% of students have access to core curriculum as per William's visit report.
<b>Priority 2a:</b> <u>Implementation of State Standards:</u> Improve established baseline by 3%	<b>Priority 2a:</b> <u>Implementation of State Standards:</u> In 2016 -17 state standards were only fully implemented district wide in math and ELA. This school year the entire district has worked hard to establish implementation of state standards in all core subject areas.

Expected

Actual

**Priority 2b: Implementation of State Standards in ELD standards for English Learners:** Maintain 100% of EL students having at least 30 minutes designated EL time at elementary level and 45 minutes at middle and high school level. ELD curriculum with embedded ELD standards adopted for grades k – 5. All teachers will continue to use SDAIE strategies to ensure all students have access to ELD standards.

**Priority 2b: Implementation of State Standards in ELD standards for English Learners:** ETUSD maintained 100% of EL students having at least 30 minutes designated EL time at elementary level and 45 minutes at middle and high school level. Our new ELA curriculum adoption has ELD standards embedded. All teachers have continued to use SDAIE strategies to ensure all students have access to ELD standards.

**Priority 4a: Pupil Achievement: State Assessments:**

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

**Priority 4a: Pupil Achievement: State Assessments:**

Student Group	ELA%	Math%
Grade 3	33	51
Grade 4	34	30
Grade 5	40	20
Grade 6	22	11
Grade 7	50	30
Grade 8	58	43
Grade 11	59	24
EL's	0	5
Low Income	12.93	25.29

**Priority 4b: Pupil Achievement:** API-N/A

**Priority 4b: Pupil Achievement:** API-N/A

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

From 27% to 30%

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

29% (up 2%)

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

From 65% to 68%.

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

79.3% (up 15.3%)

Expected

Actual

<p><b><u>Priority 4e: Pupil Achievement: EL Reclassification Rate:</u></b>                  Less than 5 years: 23%                  5 Years or more: 44%</p>	<p><b><u>Priority 4e: Pupil Achievement: EL Reclassification Rate:</u></b>                  Less than 5 years: 22.7% (Down .3%)                  5 Years or more:</p>
<p><b><u>Priority 4f: Pupil Achievement: Percentage of pupils passing AP exam with 3 or higher.</u></b> Increase number of students taking the AP exam to over 17 in order to receive a reported percentage rate. Increase from 23% to 26%.</p>	<p><b><u>Priority 4f: Pupil Achievement: Percentage of pupils passing AP exam with 3 or higher.</u></b> 29 students took an AP exam in 2017. 28% with a 3 or higher. (up 5%)</p>
<p><b><u>Priority 4g: Pupil Achievement: Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other):</u></b> The wrong percentages were used last year.</p>	<p><b><u>Priority 4g: Pupil Achievement: Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other):</u></b> For 2016-2017: 33% ELA 13% Math</p>
<p><b><u>Priority 8: Other Pupil Outcomes: Local Measures: Students scoring Algebra Ready coming into high school on local assessment test.</u></b> From 57% to 60%</p>	<p><b><u>Priority 8: Other Pupil Outcomes: Local Measures: Students scoring Algebra Ready coming into high school on local assessment test.</u></b> 55%</p>

**Actions / Services**

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

**Action 1-1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Teachers will collaborate both inter disciplinary and within grade levels/ subject areas during negotiated district wide collaboration time on Wednesday afternoons.</p>	<p>ETUSD established district wide PD for the 2017-18 school year. Two Wednesday afternoons were administrative led, and the other two were teacher led.</p>	<p>\$196,728 LCFF S/C                  \$12,955 Title 1</p>	<p>\$196,728 LCFF S/C                  \$12,955 Title 1</p>

**Action 1-2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Renew Illuminate, ETUSD's district wide data analyses program to help analyze student progress in order to drive intervention and instruction.	ETUSD did renew our data analysis program, Illuminate.	\$14,510 LCFF S/C	\$14,510 LCFF S/C

**Action 1-3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Offer additional in-depth training in using Illuminate's features to create benchmarks and data analysis charts by our technology coordinator.	Multiple trainings were provided to our teachers on using Illuminate by our technology coordinator.	No Cost	No Cost

**Action 1-4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Create and adopt grade level pacing guides and assessments district wide using Illuminate.	District wide pacing guides and assessments have been created for math and ELA at Frazier Park School, all core subject areas at both El Tejon and Frazier Mountain High School	No Cost	No Cost



**Action 1-5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Create and implement district wide PLC reflection sheet to monitor differentiated instruction and intervention within each classroom based upon findings in data analysis of district wide benchmarks and CFA's.	PLC reflection sheets were used at all three school sites.	No Cost	No Cost

**Action 1-6**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide needed professional development for teachers on researched based instructional strategies determined by teachers and administration including: ELD instructional strategies, data analysis, professional learning communities, implementation of newly adopted ELA curriculum district wide.	Professional development was provided in each of these area: Project Based Learning, Illuminate Technology, CA Dashboard, ELD Instructional Strategies, technology, ELD Curriculum	A. \$31,733 Title I Services and Other Expenditures B. \$577 Title III Services and Other Expenditures C. \$20,726 Educator Effectiveness Services and Other Expenditures	A. \$31,733 Title I Services and Other Expenditures B. \$577 Title III Services and Other Expenditures C. \$20,726 Educator Effectiveness Services and Other Expenditures

**A.Action 1-7**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement researched based instructional strategies based on common core instruction. (Explicit and systematic instruction, verbalization of thought process, guided practice, modeling, corrective feedback, etc.)	Research based instructional strategies have been implemented in each classroom based on common core instruction. (Explicit and systematic instruction, verbalization of thought process, guided practice, modeling, corrective feedback, etc.)	No Cost	No Cost

**Action 1-8**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Create district wide tool to monitor the implementation of researched based instructional strategies in all classrooms K – 12.	ETUSD administration is still in the process of doing this.	No Cost	No Cost

**Action 1-9**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue intervention program and schedule at each grade level at FMHS and El Tejon, and implement an intervention schedule at Frazier Park School (did not implement last school year.)	Intervention schedule has continued at FMHS and El Tejon. The teachers at Frazier Park School do re-teaching in small groups within the school day.	A. \$26,514 LCFF S/C Certificated Salaries and Benefits B. \$14,964 Title I Certificated Salaries and Benefits	A. \$26,514 LCFF S/C Certificated Salaries and Benefits B. \$14,964 Title I Certificated

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
			Salaries and Benefits

**Action 1-10**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Renew the purchase of Renaissance Learning for assessment, intervention, and enrichment for Frazier Park School.	Renaissance Learning was renewed to be used at Frazier Park School.	\$3,626 Lottery Services and Other Operating Expenditures	\$3,626 Lottery Services and Other Operating Expenditures

**Action 1-11**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Renew purchase of the PLATO program for credit recovery at FMHS and on-line classes for independent study students	PLATO was renewed to be used for credit recovery at FMHS, and on-line options at Condor Academy.	\$14,388 Lottery Services and Other Operating Expenditures	\$14,388 Lottery Services and Other Operating Expenditures

**Action 1-12**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to utilize SBAC practice tests through the CAASPP website.	SBAC Practice tests are being utilized at different degrees at each school site.	No Cost	No Cost

**Action 1-13**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Offer a summer "Bootcamp" for Title 1 students scoring not proficient on the 2016-17 CAASPP test to take place 2 weeks before the start of the 2017-18 school year.	We did offer a two week summer bootcamp before the 2017-18 school year began.	\$5,000 Title I Certificated Salaries and Benefits	\$5,000 Title I Certificated Salaries and Benefits

**Action 1-14**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Renew purchase of MOBYMAX, an on-line curriculum to use during summer boot camp.	MOBYMAX was renewed to use during the bootcamp and the regular school year based on teacher choice.	\$1,295 Lottery Books and Supplies	\$1,295 Lottery Books and Supplies

**Action 1-15**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Offer additional after school tutoring opportunities for Title 1 students not meeting standards on the CAASPP test.	After school tutoring is offered at both El Tejon School and FMHS.	\$11,545 LCFF S/C Certificated Salaries and Benefits	\$11,545 LCFF S/C Certificated Salaries and Benefits

**Action 1-16**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Offer additional after school tutoring opportunities for all EL students.	Additional EL tutoring was not offered after school this year.	\$5,000 Title III	0\$

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		Certificated Salaries and Benefits	

**Action 1-17**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to offer summer school for high school students to provide credit recovery opportunities as well as math intervention and enrichment.	Summer School will be offered this year for students who need credit recovery.	\$4,153 Title I Certificated Salaries and Benefits	\$4,153 Title I Certificated Salaries and Benefits

**Action 1-18**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hire TK aides for early literacy to enhance focus on unduplicated student needs.	Two TK aides were brought back for early literacy to enhance focus on unduplicated student needs.	A. \$9,395 LCFF S/C Classified Salaries and Benefits B. \$9395 LCFF S/C Classified Salaries and Benefits	A. \$9,395 LCFF S/C Classified Salaries and Benefits B. \$9395 LCFF S/C Classified Salaries and Benefits

**Action 1-19**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue a separate math class for those who are not advanced enough to be successful in Algebra II, but need to be in a math class to prepare for the CAASPP test.	The separate math class was not offered. Students were better placed in the appropriate level regular math class.	\$13,524 LCFF S/C Certificated Salaries and Benefits	No Cost

**Action 1-20**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Adopt McGraw Hill ELA curriculum for grades TK – 5. Adopt HMH ELA curriculum for grades 6 – 12.	ELA curriculum based on the common core standards was purchased and adopted.	\$170,000 LCFF Base Books and Supplies	\$170,000 LCFF Base Books and Supplies

**Action 1-21**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Brought back 6.5 teachers and hired an additional K teacher for class size reduction	6.5 teachers continued into the 2017-18 school year. The additional teacher who was hired for class size reduction was moved to fourth grade.	A. \$483,650 LCFF S/C Certificated Salaries and Benefits B. \$55,366 Title I Certificated Salaries and Benefits	A. \$433,586 LCFF S/C Certificated Salaries and Benefits B. \$50,028 Title I Certificated Salaries and Benefits

**Action 1-22**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Designate a teacher to be in charge of all EL students in monitoring the EL programs at each school site and the progress and reclassification of all EL students.	There is no teacher designated to monitor EL student's district wide. Each individual teacher is responsible for monitoring their own EL students within their classroom.	\$4,707 Title III Certificated Salaries and Benefits	\$2,000 Title III Certificated Salaries and Benefits

**Action 1-23**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue EL program at each school site. Students will be placed in appropriate programs to help in areas of struggle. (tutoring, RTI, intervention classes, etc.)	There is an established EL program at each school site.	A. \$106,352 LCFF S/C Certificated Salaries and Benefits B. \$20,563 Title I Certificated Salaries and Benefits	A. \$106,352 LCFF S/C Certificated Salaries and Benefits B. \$20,563 Title I Certificated Salaries and Benefits

**Action 1-24**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Refer struggling students to SAT teams and continue to hold follow up SAT's for previously referred students.	There is a solid SAT process at each school site.	\$7,152 LCFF S/C Certificated Salaries and Benefits	\$7,152 LCFF S/C Certificated Salaries and Benefits

## Action 1-25

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue hands on project based learning methods aligned with common core and NGSS instruction.	Project based learning strategies are being used within the entire district.	No Cost	No Cost

## Analysis

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

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

Actions and services for Goal 1 were almost all fully implemented with a few exceptions: (Action 1-8) ETUSD administration did not create a district wide tool to monitor the implementation of researched based instructional strategies. We decided to focus on using the newly integrated professional development time as an opportunity for all school sites to concentrate on finishing pacing guides and assessments this year, then once these are finished, we will create the district wide tool to assess instructional strategies in the classroom to monitor the implementation of the pacing guides effectively. (Action 1-16) We did not offer separate after school tutoring opportunities for EL students because we did not end up finalizing our consortium to continue receiving Title III money until very late in the school year. (Action 1-19) After analyzing the effectiveness of the test scores for the students who were enrolled in the newly created junior math class, and feedback from the teacher, we decided it would be more beneficial to go back to offering intervention that period and have the students actually enrolled in the specific math class they score into to receive CAASPP preparation. (Action 1-22) We did not have proper funds to pay for one teacher to monitor all EL students in the district, so each individual teacher at each school site monitors their own students with the help of the ELPAC Coordinator.

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

Actions 1-1, 1-2, 1-3, 1-4, 1-5, 1-6 all revolved around goals we wanted to achieve during our newly implemented district wide professional development time, which proved to be very effective. This time was wisely used to provide needed professional development in ELD instructional strategies, technology in the classroom, CA Dashboard training, cross grade level collaboration, and



to finish district wide pacing guides and assessment in ELA and math, and all core subjects at the middle and high school levels. PLC wrap up sheets were used for data analysis of Illuminate and Renaissance learning in order to adjust instruction properly for the success of all students. Actions 1-11 and 1-17 both proved effective by allowing the resources and time for our credit recovery program to increase our graduation rate drastically. Actions 1-13 and 1-14 both allowed elementary age students to be more prepared going into the current school year by again providing time and resources to offer the Summer Boot camp, however, the bootcamp did not produce the desired outcomes, so funds will be used to bring intervention into the school day. 1-18, 1-20, and 1-21 all allowed common core aligned curriculum to be brought into every classroom with ELA, and continue our highly successful class size reduction, and early literacy with teachers and TK aides. Actions 1-9, 1-12, and 1-15 offered opportunities for students to be more successful on the CAASPP test with utilizing practice tests and offering intervention within the school day as well as after school tutoring. ETUSD needs to re-analyze how we are using this time because our test scores were lower district wide with the exception of 5<sup>th</sup> (Both), 11<sup>th</sup> (Both), and 7<sup>th</sup> (ELA). 1-23 proved effective in helping with our re-classification rate, but not EL's scores on the CAASPP test. EL scores were very low.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

When looking at LCFF S/C funded action steps, there was a difference of approximately \$63,589. This was caused by the additional Kinder teacher we hired, being moved into the fourth grade causing the number of teachers at Frazier Park to go back to normal as well as the high school deciding not to provide the additional supplemental math class.

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.

Our goal 1 "El Tejon Unified will use state adopted curriculum to ensure academic achievement for all students" revolved around ensuring common core standards and instruction were implemented district wide. Now that over the last three years we have been able to provide common core curriculum with a new adoption in ELA and math, along with new pacing guides to ensure common core curriculum is being used in all other core subjects, we feel this goal should be adjusted to focus on ensuring proper classroom instruction along with other strategies to help raise test scores and student success in all areas.

Due to inadequate outcomes, these action steps will be discontinued: summer boot camp, junior math class, designated district wide EL coordinator. Monies spent before on the boot camp will now be used to provide needed intervention within the school day at the lower grade levels.

## Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6, 7

Local Priorities:

### Annual Measureable Outcomes

Expected

**Priority3a: Parental involvement:** Efforts to seek parent input in making decisions for district and sites.

Continue quarterly ELAC, DAC, and School Site Council meetings. Increase attendance rates at back to school nights:

FP: from 66% to 69%

ET: from 45% to 48%

FMHS: from 18% to 21%

**Priority 3b: Parental involvement:** District promotes participation of parents of unduplicated students.

Maintain quarterly ELAC meetings. Participation rate at unduplicated pupil informational meeting: from 5 to 8

Robocalls are sent out to remind parents of upcoming meetings, and all parents are invited to attend events such as backpack giveaways, and the health fair

Actual

**Priority3a: Parental involvement:** Efforts to seek parent input in making decisions for district and sites.

ETUSD did continue quarterly ELAC and school site council meetings. One DAC meeting was held in May.

FP: 90% (up 24%)

ET: 55% (up 10%)

FMHS: 23% (up 2%)

**Priority 3b: Parental involvement:** District promotes participation of parents of unduplicated students.

ETUSD did maintain ELAC meetings, but the participation rate dropped. Robocalls were sent out to remind parents of upcoming meetings, and all parents are invited to attend events such as backpack giveaways, and the health fair

Expected

Actual

**Priority 3c: Parental Involvement:** District promotes participation of parents of students with exceptional needs.  
100% of parents will continue to be invited and attend all scheduled initial, annual, triennial, and needed IEP and 504 meetings as evidenced by invitations

**Priority 3c: Parental Involvement:** District promotes participation of parents of students with exceptional needs.  
100% of parents will continue to be invited and attend all scheduled initial, annual, triennial, and needed IEP and 504 meetings as evidenced by invitations.

**Priority 5a: Pupil Engagement:** Attendance rates  
District: from 93.76% to 95%  
Frazier Park: 94.39% to 95.39%  
El Tejon: 94.61% to 95.61%  
FMHS: 92.49% to 93.49%

**Priority 5a: Pupil Engagement:** Attendance rates  
District: 93.85 (up .9%)  
Frazier Park: 93.98 (down .41%)  
El Tejon: 94.11 (down .5%)  
FMHS: 93.53 (up 1.04%)

**Priority 5b: Pupil Engagement:** Chronic absenteeism Rate  
Decrease from 29.26 to 27.26

**Priority 5b: Pupil Engagement:** Chronic absenteeism Rate  
20% (a decrease of 9%)

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

**Priority 5c: Pupil Engagement:** Middle School dropout rate:  
0%

**Priority 5d: Pupil Engagement:** High School dropout rate  
Decrease to 4.8%

**Priority 5d: Pupil Engagement:** High School dropout rate  
2.5

**Priority 5e: Pupil engagement:** High school graduation rate  
Increase from 94.2% to 95.2%

**Priority 5e: Pupil engagement:** High school graduation rate  
Approximately 92%.

**Priority 6a: Pupil Suspension Rate**  
Decrease from 3.4% to 3% (These numbers were inaccurate)

**Priority 6a: Pupil Suspension Rate**  
10.4%

Expected

Actual

**Priority 6b: Pupil Expulsion Rate**

Maintained 0%

**Priority 6b: Pupil Expulsion Rate**

Maintained 0%

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

Perceived safety at school based on the California Healthy Kids Survey

7<sup>th</sup> Grade: From 62% to 65%

9<sup>th</sup>/11<sup>th</sup>: From 72% to 74%

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

Perceived safety at school based on the California Healthy Kids Survey

7<sup>th</sup> Grade:

9<sup>th</sup>/11<sup>th</sup>:

These results are not accurate- only 11 junior's answers were recorded this school year and all were given the Healthy Kids Survey. We are re-administering the survey.

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

Continue to maintain a master schedule which offers a broad course of study to all students as core subject areas are taught.

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

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

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

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

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

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

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

Expected

Actual

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

**Priority 7c: Course Access: Extent to which pupils have access and are enrolled in programs and services for unduplicated pupils**  
100% of students with exceptional needs are provided programs and services based on IEP, state standards, and student needs as indicated by local assessment data.

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

### **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 2-1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue stipend position of running the SARB board for the district and acting as a liaison to work with families on attendance issues.	SARB Coordinator stipend was given.	\$2,376 LCFF S/C Certificated Salaries and Benefits	\$10,000 LCFF S/C Certificated Salaries and Benefits

**Action 2-2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue implementation of attendance incentives at all school sites.	Various attendance incentives are used at each school site. Classroom and school incentives.	No Cost	No Cost

**Action 2-3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
ETUSD will set up a schedule for Saturday school's to help reclaim lost ADA due to absences.	Saturday Schools were held: 3/10/18, 3/24/18, and 4/7/18.	A. \$5,378 LCFF Base Certificated Salaries and Benefits B. \$1,715 LCFF Base Salaries and Benefits	A. \$3,378 LCFF Base Certificated Salaries and Benefits B. \$1,015 LCFF Base Certificated Salaries and Benefits

**Action 2-4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Send out Robocalls to alert parents of unexcused absences.	Robocalls are used on each campus to alert parents of unexcused absences.	No Cost	No Cost

**Action 2-5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue clubs and programs after school and during the day for students to participate in.</p>	<p>Numerous clubs and programs are held during the school day and after school for students to participate in.</p>	<p>A. \$8,498(Travel) LCFF Base Services and Other Operational Expenditures B. \$59,264 LCFF Base Certificated Salaries and Benefits C. \$32,184 Certificated Salaries and Benefits LCFF S/C</p>	<p>A. \$8,498(Travel) LCFF Base Services and Other Operational Expenditures B. \$59,264 LCFF Base Certificated Salaries and Benefits C. \$32,184 Certificated Salaries and Benefits LCFF S/C</p>

**Action 2-6**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue master schedule that allows more students to participate in all subject areas including: Art, ASB, Peer Helping, Drama, AP classes, etc.</p>	<p>There is a master schedule at both El Tejon and FMHS which allows more students to participate in all subjects such as: Art, ASB, Peer Helping, Drama, AP classes, etc.</p>	<p>A. \$196,132 LCFF S/C Certificated Salaries and Benefits B. \$10,667</p>	<p>A. \$196,132 LCFF S/C Certificated Salaries and Benefits B. \$10,667</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		Title I Certificated Salaries and Benefits	Title I Certificated Salaries and Benefits

**Action 2-7**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue the implementation of a School-Parent Compact for Achievement	School-Parent Compact is used at all school sites to help with student achievement.	No Cost	No Cost

**Action 2-8**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue various ways for students to report bullying incidents	There are multiple ways (including anonymous) for students to report bullying incidents on each campus.	No Cost	No Cost

**Action 2-9**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue collaboration schedule between high school ASB/SSA and middle school students.	There was no collaboration between the junior high and high school groups this year.	No Cost	No Cost



**Action 2-10**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue student of the month and award ceremonies at all sites.	Student of the Month awards ceremonies are held each quarter/trimester for Frazier Park and El Tejon School. No ceremonies are held until the end of the year at FMHS.	No Cost	No Cost

**Action 2-11**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to implement a credit recovery program for high school students during the summer and school day in order to continue to improve the high school dropout rate. 3 periods during the day is dedicated to credit recovery opportunities as well as a summer school program	Credit recovery program is fully implemented at FMHS.	A. \$61,721(within school year) LCFF S/C Certificated Salaries and Benefits B. \$4,153 (summer) Title I Certificated Salaries and Benefits	A. \$61,721(within school year) LCFF S/C Certificated Salaries and Benefits B. \$4,153 (summer) Title I Certificated Salaries and Benefits

## Analysis

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

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

All action steps for goal number two were fully implemented except for one: (2-9). Our ASB and Safe School Ambassador groups from El Tejon School and FMHS did not get set up on a collaboration schedule. This is still something we would like to incorporate moving forward.

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

Actions 2-1, 2-2, 2-3, and 2-4, all revolve around improving school attendance. The only action that helped is 2-3 (providing Saturday Schools) however, this does help with claiming additional ADA, but does not help with the number of days students are out of class which is what ultimately affects their success. Our attendance has stayed about even (raising or dropping a percent in different schools) over the past couple years. We will need to determine if these actions are worth keeping or altering to ensure success. Actions 2-5 and 2-6 have both proven to be successful in keeping students excited about being enrolled with ETUSD instead of a surrounding program. Thoughts of tying these activities to attendance has been discussed. Actions 2-7, 2-8, and 2-10 are all related to school culture and securing the feeling of safety on the campuses for all students which is evident in our Healthy Kids Survey results. Action 2-11 has had a huge influence in the success of our graduation rate increasing dramatically over the past two years.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was little difference between our budgeted expenditures and our estimated actuals for this goal. There was a difference of approximately \$7,500 as the SARB Coordinator ended up receiving a \$10,000 stipend instead of \$2,000 because additional duties were added to this job description.

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.

Although our attendance percentages stayed about the same, attendance continues to be an issue on all three campuses, therefore we have decided to continue with our Goal 2: trying to improve the climate of the schools. Moving into next year we have decided to try tying participation in all extracurricular activities to attendance, not just sports. We have also decided to place each individual administrator in charge of their own school's SARB process.

## Stakeholder Engagement

LCAP Year: 2017-2018

### Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

#### August/September

1. Held informational LCAP presentation for all teachers on the Back to School Professional Development Day. 8/14/17
2. Held meeting with administrators to review approved LCAP goals to assure alignment within school site plans. 8/29/17

#### September/February

3. Held multiple administrative meetings each Tuesday to discuss progress on LCAP Actions. Every Tuesday morning at 9:00 A.M.

#### March/April

4. Reviewed progress and gained input on LCAP in Staff, Student, Parent, and Community meeting: School Site Councils  
SSC: Frazier Park: 4/17/18, El Tejon: 5/5/18, FMHS 4/3/18
5. Held informational meetings with students to gain input. 3/19 – 3/20

#### April/May

6. Surveyed teachers on progress and needs of each school site. 4/25/18

7. Reviewed progress on LCAP in Staff, Student, Parent, and Community meetings: ELAC, and DAC to gain input from all stakeholders.

ELAC: 5/5/18

DAC: 5/17/18

### **May**

8. Revise draft of LCAP

9. Held administrator's meeting to discuss revised LCAP goals, district progress, and ideas for the 2018-19 school year.

10. Sent copy of LCAP to Monica Darling and Denise O'Connell to provide and go over plan with both bargaining units: CTA and CSEA.  
5/8/18

11. Revise draft with input from CTA, CSEA, and all other stake holders.

### **June**

12. Held administrator's meeting to discuss revised LCAP goals, district progress, and ideas for the 2018-19 school year. 6/12/18

12. Make draft available to public for viewing. 6/11/18

13. Take draft to public hearing.

14. Board approval

15. Send to KCSOS

## **Impact on LCAP and Annual Update**

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

1. Information only. Presentation reviewed all state priorities and where our district is on each. Also went over both goals and action steps for the 2017-18 school year.
2. Reviewed with all principals both goals and actions steps. Asked them to begin keeping track of how they are meeting each action step.
3. Continuously re-visited goals and progress in each area with administrators.

4. School Site Council's input: full time, on site principal at El Tejon School, more field trips and enrichment opportunities, more classroom technology in all classrooms (one to one chrome books), and providing specific training for diverse needs (RTI, PBIS, Gate, Project Based Learning, etc.) Also, more training in Illuminate to help drive instruction and curriculum. Teachers would also like to see more true intervention during the school day and after school tutoring program. They feel a part time opportunity teacher is needed at El Tejon School. Teachers and administrators feel the summer boot camp offered to grades 3 – 8 has not proven to be effective. 5. 5.
5. Students wanted to see more field trips as well as activities after school.
6. Teachers said they would like to see Instructional aides brought back and a reading specialist at the elementary school, as well as additional technology.
7. DLAC: look into finding a way to involve parents more, as well as offering more professional development in ELD strategies  
DAC: Reading specialist needed at the elementary school.  
No questions were questions asked that the Superintendent needed to respond to in writing.

**Items being addressed in LCAP:** classroom technology is a main focus, needed professional development in Illuminate, PBL, and ELD strategies as well as putting together a more intensive intervention plan at all school sites. Frazier Park School will be using the money that was used in the past for the summer boot camp in order to bring more intensive intervention into the school day with a reading specialist. ETUSD will continue to fund stipends for after school activity coordinators to provide as many after school activities as possible. Administration also discussed possibly using Title 1 funds to help with offering more field trips. Administrators were fine with modified goal number one and keeping goal number two.

8. Revisions from above input were made.
9. All administrators were agreed to modify Goal #1 and keep Goal #2.
10. No input was given by CSEA. One representative from CTA wants to keep the summer boot camp instead of using funds to provide intervention during the school day.
11. Administration felt that the summer boot camp did not provide intervention to every student who needs it, and that only a program during school hours would provide this intervention to every identified student.
12. Administrators agreed on all modifications made.
13. Input from public: None
14. Input from public hearing:
15. Board Approval: 6/18/2018
16. Sent to KCSOS: 6/19/2018



# 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

El Tejon Unified will provide use state approved curriculum and necessary researched based instruction in order to ensure student success.

### State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 8

Local Priorities:

### Identified Need:

ETUSD is Low Income district wide at 67%. The majority of students are coming from homes with parents who did not go on to college after graduation, and many who did not end up in a career where a college degree was necessary, so many students do not view their education as valuable. This leads to a lack of effort in school. CAASPP Scores are low in both ELA and math in all categories, but especially EL's and students with disabilities. Our EL reclassification rate is also low. Strategies are included within the LCAP to help bring necessary activities into the school day to bring educational value to all students.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-2020
<b>Priority 1a: Basic Services: Teachers</b>	93.7%	Expected: Increase from 93.7% to 96.7%	Increase from 92% to 95%	Increase from 95% to 98%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-2020																																																																																																
<b>credentialed and appropriately placed.</b>		Actual: 92%																																																																																																		
<b>Priority 1b: Basic Services Facilities</b>	All school sites “good” based on FIT report	Expected and Actual: All three school sites maintain “good” rating based on FIT report	All three school sites maintain “good” rating based on FIT report	All three school sites maintain “good” rating based on FIT report																																																																																																
<b>Priority 1c: Basic Services Access to Curriculum</b>	100% of students have access to core curriculum as per William’s visit report	Expected and Actual: 100% of students have access to core curriculum as per William’s visit report	100% of students have access to core curriculum as per William’s visit report	100% of students have access to core curriculum as per William’s visit report																																																																																																
<b>Priority 2a: Implementation of State Standards</b>	50% of classrooms implement common core standards in all subject areas.	Expected: Improve established baseline by 3%. Actual: 75% of classrooms implement common core standards in all subject areas.	100% of classrooms implement common cores standards in all subject areas.	100% of classrooms implement common cores standards in all subject areas																																																																																																
<b>Priority 2b: Implementation of State Standards in ELD standards for English Learners</b>	Maintain 100% of EL students having at least 30 minutes designated EL time at elementary level and 45 minutes at middle and high school level. All teachers will continue to use SDAIE strategies to ensure all students have access to ELD standards.	Expected and Actual: Maintain 100% of EL students having at least 30 minutes designated EL time at elementary level and 45 minutes at middle and high school level. ELD curriculum with embedded ELD standards adopted for grades K – 5. All teachers will continue to use SDAIE strategies to ensure all students have access to ELD standards.	Maintain 100% of EL students having at least 30 minutes designated EL time at elementary level and 45 minutes at middle and high school level. ELD curriculum with embedded ELD standards adopted for grades K – 5. All teachers will continue to use SDAIE strategies to ensure all students have access to ELD standards.	Maintain 100% of EL students having at least 30 minutes designated EL time at elementary level and 45 minutes at middle and high school level. ELD curriculum with embedded ELD standards adopted for grades K – 5. All teachers will continue to use SDAIE strategies to ensure all students have access to ELD standards.																																																																																																
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4 <sup>th</sup>	From 37 to 40	From 33 to 35																																																																																																		
5 <sup>th</sup>	From 43 to 46	From 23 to 23																																																																																																		
6 <sup>th</sup>	From 25 to 28	From 14 to 17																																																																																																		
7 <sup>th</sup>	From 53 to 56	From 33 to 36																																																																																																		
8 <sup>th</sup>	From 61 to 64	From 46 to 59																																																																																																		
11 <sup>th</sup>	From 62 to 65	From 27 to 30																																																																																																		



Metrics/Indicators	Baseline	2017-18	2018-19	2019-2020
	Grade 11 51 15 EL's 17 17 Soc 32 23	EL's From 17 to 20 From 17 to 20 Soc From 32 to 35 From 23 to 26  <b>Actual:</b> ELA% Math% Grade 3 33 51 Grade 4 34 30 Grade 5 40 20 Grade 6 22 11 Grade 7 50 30 Grade 8 58 43 Grade 11 59 24 EL's 0 5 Low Income 12.93 25.29	Soc From 12 to 32 From 25 to 30	EL's From 17 to 20 From 15 to 18 Soc From 32 to 36 From 30 to 33
<b>Priority 4b: Pupil Achievement</b>	API-N/A	API-N/A	API-N/A	API-N/A
<b>Priority 4c: Pupil Achievement: Percentage of pupils completing a-g or CTE sequences/programs</b>	27%	Expected: From 27% to 30% Actual: 29%(up 2%)	From 29% to 32%	From 32% to 35%
<b>Priority 4d: Pupil Achievement: Percentage of EL pupils making progress toward English proficiency.</b>	65%	Expected: From 65% to 68% Actual: 79.3% (up 15.3%)	From 79.3% to 82.3%	From 82.3% to 85%3%
<b>Priority 4e: Pupil Achievement: EL reclassification rate:</b>	Less than 5 Years: 21.3% 5 Years or more: 42.3%	Expected: Less than 5 Years: 23% 5 Years or more: 44% Actual: Less than 5 22.7% (down .3) 5 Years or more:	Less than 5 Years: 25.7% 5 Years or more:	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-2020
<b>Priority 4f: Pupil Achievement: Percentage of pupils passing AP exam with 3 or higher.</b>	23%	Expected: Increase number of students taking the AP exam to over 17 in order to receive a reported percentage rate. Increase from 23% - 26%  Actual: 29 students took the test in 2017. 28% with a 3 or higher (up 5%)	31% score 3 or higher	34% score 3 or higher
<b>Priority 4g: Pupil Achievement: Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other):</b>	These numbers were inaccurate: ELA: 51% Math: 15% New baseline: ELA: 33% Math: 13%	Expected: ELA: from 51% to 54% Math: from 15% to 18% Actual: ELA: 33% Math: 13%	ELA: 36% Math: 16%	ELA: 39% Math: 19%
<b>Priority 8: Other Pupil Outcomes: Local Measures: Students scoring Algebra Ready coming into high school on local assessment test.</b>	57%	Expected: From 57% to 60% Actual: 55%	From 55% to 60%	From 60% to 65%

## Planned Actions / Services

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

# Action 1-1

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

**Students to be Served:**

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

NA

**Location(s):**

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

NA

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, and 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

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Teachers will collaborate both inter disciplinary and within grade levels/ subject areas during negotiated district wide collaboration time on Wednesday afternoons.

2018-19 Actions/Services

Teachers will collaborate both inter disciplinary and within grade levels/ subject areas during additional negotiated district wide collaboration time on Wednesday afternoons to discuss ways to better meet the needs of our unduplicated pupils.

2019-20 Actions/Services

Teachers will collaborate both inter disciplinary and within grade levels/ subject areas during additional negotiated district wide collaboration time on Wednesday afternoons to discuss ways to better meet the needs of our unduplicated pupils.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	a. \$196,728 b. \$12,955	a. \$200,075 b. \$13,416	a. \$209,363 b. \$13,894
Source	a. LCFF S/C b. Title I	a. LCFF S/C b. Title I	a. LCFF S/C b. Title I
Budget Reference	a. Certificated Salaries and Benefits b. Certificated Salaries and Benefits	a. Certificated Salaries and Benefits b. Certificated Salaries and Benefits	a. Certificated Salaries and Benefits b. Certificated Salaries and Benefits

**Action 1-2**

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

**Students to be Served:**

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

NA

**Location(s):**

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

NA

**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, and 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

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

Unchanged

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

Unchanged

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

Renew Illuminate, ETUSD's district wide data analysis program to help analyze student progress in order to drive intervention and instruction to better meet the needs of our unduplicated students.

**2019-20 Actions/Services**

Renew Illuminate, ETUSD's district wide data analysis program to help analyze student progress in order to drive intervention and instruction to better meet the needs of our unduplicated students.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$14,510	\$14,510	\$14,510
Source	LCFF S/C	LCFF S/C	LCFF S/C

Year	2017-18	2018-19	2019-20
Budget Reference	Services and Other Operating Expenditures	Services and Other Operating Expenditures	Services and Other Operating Expenditures

## Action 1-3

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

**Students to be Served:**

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

**Location(s):**

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

All

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)

**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)

NA

NA

NA

**Actions/Services**

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

**Budgeted Expenditures**

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

**Action 1-4**

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

**Students to be Served:**

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

All

**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)

NA

**Scope of Services:**

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

NA

**Location(s):**

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

NA

**Actions/Services**

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

Unchanged

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

Modified

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

Modified

## 2017-18 Actions/Services

Create and adopt grade level pacing guides and assessments district wide using Illuminate.

## 2018-19 Actions/Services

Continue to adjust district wide pacing guides and assessments based upon data analysis.

## 2019-20 Actions/Services

Continue to adjust district wide pacing guides and assessments based upon data analysis

**Budgeted Expenditures**

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



## Action 1-5

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)

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)

NA

**Scope of Services:**

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

NA

**Location(s):**

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

NA

### Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

#### 2017-18 Actions/Services

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

#### 2018-19 Actions/Services

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

#### 2019-20 Actions/Services

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

## Budgeted Expenditures

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

## Action 1-6

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

### Students to be Served:

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

All

### 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)

NA

### Scope of Services:

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

NA

### Location(s):

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

NA

## Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Continue to provide needed professional development for teachers on researched based instructional strategies determined by teachers and administration including: ELD instructional strategies, data analysis, professional learning communities, implementation of newly adopted ELA curriculum district wide.

2018-19 Actions/Services

Continue to provide needed professional development for teachers on researched based instructional strategies determined by teachers and administration including: ELD instructional strategies, data analysis, professional learning communities, implementation of newly adopted ELA curriculum district wide.

2019-20 Actions/Services

Continue to provide needed professional development for teachers on researched based instructional strategies determined by teachers and administration including: ELD instructional strategies, data analysis, professional learning communities, implementation of newly adopted ELA curriculum district wide.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	A. \$31,733 B. 577 C. \$20,725	\$25,000	\$25,000
Source	A. Title I B. Title III C. Educator Effectiveness	Title I	Title I
Budget Reference	A. Services and Other Expenditures B. Services and Other Expenditures C. Services and Other Expenditures	Services and Other Expenditures	Services and Other Expenditures

# Action 1-7

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

**Students to be Served:**

(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)

NA

**Scope of Services:**

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

NA

**Location(s):**

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

NA

**Actions/Services**

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

## Budgeted Expenditures

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

## Action 1-8

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)

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)

NA

### Scope of Services:

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

NA

### Location(s):

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

NA

## Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Create district wide tool to monitor the implementation of researched based instructional strategies in all classrooms

2018-19 Actions/Services

Continue to use district wide tool to monitor the implementation of researched based instructional strategies in all classrooms

2019-20 Actions/Services

Continue to use district wide tool to monitor the implementation of researched based instructional strategies in all classrooms

**Budgeted Expenditures**

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

**Action 1-9**

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)

NA

**Location(s):**

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

NA

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

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

Modified

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

Unchanged

2017-18 Actions/Services

Continue intervention program and schedule at each grade level at FMHS and El Tejon, and implement an intervention schedule at Frazier Park School.

2018-19 Actions/Services

Continue supplemental intervention program and schedule at each grade level at FMHS and El Tejon, and implement an intervention schedule at Frazier Park School in order to better meet the needs of our unduplicated pupils. (did not implement last school year.)

2019-20 Actions/Services

Continue supplemental intervention program and schedule at each grade level at FMHS and El Tejon, Frazier Park School in order to better meet the needs of our unduplicated pupils.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	A. \$26,514 B. \$14,964	A. \$27,348 B. \$20,601	A. \$28,691 B. \$27,253

Year	2017-18	2018-19	2019-20
Source	A. LCFF S/C B. Title I	A. LCFF S/C B. Title I	A. LCFF S/C B. Title I
Budget Reference	A. Certificated Salaries and Benefits B. Certificated Salaries and Benefits	A. Certificated Salaries and Benefits B. Certificated Salaries and Benefits	A. Certificated Salaries and Benefits B. Certificated Salaries and Benefits

## Action 1-10

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

**Students to be Served:**

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

NA

**Location(s):**

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

NA

**OR**

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

**Students to be Served:**

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

English Learners, Foster Youth, Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

Frazier Park Elementary

**Actions/Services**



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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Renew the purchase of Renaissance Learning for assessment, intervention, and enrichment for Frazier Park School.

2018-19 Actions/Services

Renew the purchase of the supplemental program Renaissance Learning for assessment, intervention, and enrichment for Frazier Park School to better meet the needs of our unduplicated students.

2019-20 Actions/Services

Renew the purchase of the supplemental program Renaissance Learning for assessment, intervention, and enrichment for Frazier Park School to better meet the needs of our unduplicated students.

**Budgeted Expenditures**

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

**Action 1-11**

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

**Students to be Served:**

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

NA

**Location(s):**

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

NA

**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, and Low Income Students

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

Frazier Mountain High

**Actions/Services**

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

Unchanged

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

Unchanged

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

Unchanged

## 2017-18 Actions/Services

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

## 2018-19 Actions/Services

Renew purchase of the supplemental PLATO program for credit recovery at FMHS and on-line classes for independent study students to better meet the needs of our unduplicated students.

## 2019-20 Actions/Services

Renew purchase of the supplemental PLATO program for credit recovery at FMHS and on-line classes for independent study students to better meet the needs of our unduplicated students.

**Budgeted Expenditures**

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

## Action 1-12

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

**Students to be Served:**

(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)

NA

**Scope of Services:**

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

NA

**Location(s):**

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

NA

**Actions/Services**

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Continue to utilize SBAC practice tests through the CAASPP website.

2018-19 Actions/Services

Continue to utilize SBAC practice tests through the CAASPP website.

2019-20 Actions/Services

Continue to utilize SBAC practice tests through the CAASPP website.

**Budgeted Expenditures**

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

**Action 1- 13**

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)

3<sup>rd</sup> through 8<sup>th</sup> grade students Low Income

**Location(s):**

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

Frazier Park and El Tejon Elementary

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)

NA

**Scope of Services:**

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

NA

**Location(s):**

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

NA

## Actions/Services

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

Unchanged

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

Discontinued

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

NA

2017-18 Actions/Services

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

2018-19 Actions/Services

The boot camp did not produce the expected outcome for these students, so funds will be used to provide more intervention within the school day. See page 15 Analysis.

2019-20 Actions/Services

NA

## Budgeted Expenditures

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

## Action 1- 14

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)

3<sup>rd</sup> through 8<sup>th</sup> grade students**Location(s):**

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

Frazier Park and El Tejon Elementary

**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)

NA

**Scope of Services:**

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

NA

**Location(s):**

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

NA

**Actions/Services**

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

Unchanged

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

Modified

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

Unchanged

## 2017-18 Actions/Services

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

## 2018-19 Actions/Services

Renew purchase of the supplemental program MOBYMAX, an on-line curriculum to use for intervention during the school day to better meet the needs of our unduplicated students.

## 2019-20 Actions/Services

Renew purchase of the supplemental program MOBYMAX, an on-line curriculum to use for intervention during the school day to better meet the needs of our unduplicated students.

**Budgeted Expenditures**

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

## Action 1- 15

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

**Students to be Served:**

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

**Location(s):**

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

NA

NA

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English Learners, Foster Youth, Low Income

LEA-wide

All Schools

**Actions/Services**

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

Offer additional after school tutoring opportunities for Title 1 students not meeting standards on the CAASPP test to better meet the needs of our unduplicated students.

2019-20 Actions/Services

Offer additional after school tutoring opportunities for Title 1 students not meeting standards on the CAASPP test to better meet the needs of our unduplicated students.

**Budgeted Expenditures**

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

**Action 1- 16**

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

**Students to be Served:**

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

NA

**Location(s):**

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

NA

**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

**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

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

Unchanged

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

Unchanged

## 2017-18 Actions/Services

Offer additional after school tutoring opportunities for all EL students

## 2018-19 Actions/Services

Offer additional after school tutoring opportunities for all EL students

## 2019-20 Actions/Services

Offer additional after school tutoring opportunities for all EL students

**Budgeted Expenditures**

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

**Action 1- 17**

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

**Students to be Served:**

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

**Location(s):**

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

NA

NA

**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 Students

Schoolwide

Frazier Mountain High

**Actions/Services**

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

Unchanged

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

Unchanged

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

Unchanged

**2017-18 Actions/Services**

Continue to offer summer school for high school students to provide credit recovery opportunities as well as math intervention and enrichment

**2018-19 Actions/Services**

Continue to offer summer school for high school students to provide additional credit recovery opportunities as well as math intervention and enrichment to better meet the needs of our unduplicated students.

**2019-20 Actions/Services**

Continue to offer summer school for high school students to provide additional credit recovery opportunities as well as math intervention and enrichment to better meet the needs of our unduplicated students.

## Budgeted Expenditures

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

## Action 1- 18

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

### Students to be Served:

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

NA

### Location(s):

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

NA

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))

TK classes

### Location(s):

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

Frazier Park School

## Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Hire a TK aides for early literacy to enhance focus on unduplicated student needs.

2018-19 Actions/Services

Continue additional TK aides for early literacy to enhance focus on unduplicated student needs.

2019-20 Actions/Services

Continue additional TK aides for early literacy to enhance focus on unduplicated student needs.

### Budgeted Expenditures

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

### Action 1- 19

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

**Students to be Served:**

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

NA

**Location(s):**

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

NA

OR

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

**Students to be Served:**

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

English Learners, Foster Youth, Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

Frazier Mountain High

**Actions/Services**

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

New

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

NA

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

NA

2017-18 Actions/Services

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

2018-19 Actions/Services

This class did not produce the desired results in helping to raise CAASPP scores. We chose to discontinue. See page 15 Analysis.

2019-20 Actions/Services

NA

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	NA	NA	NA
Source	NA	NA	NA
Budget Reference	NA	NA	NA

## Action 1- 20

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

**Students to be Served:**

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

**Location(s):**

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

All

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)

**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)

NA

NA

NA

**Actions/Services**

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

Unchanged

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

NA

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

NA

2017-18 Actions/Services

Adopt McGraw Hill ELA curriculum for grades TK – 5.  
Adopt HMH ELA curriculum for grades 6 – 12.

2018-19 Actions/Services

Curriculum has been adopted.

2019-20 Actions/Services

NA

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$170,000	NA	NA
Source	Base	NA	NA
Budget Reference	Books and Supplies	NA	NA

**Action 1- 21**

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)

NA

**Location(s):**

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

NA

**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

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

Modified

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

Unchanged

**2017-18 Actions/Services**

Brought back 6.5 teachers and hired an additional K teacher for class size reduction. This K teacher then ended up being used in 4<sup>th</sup> grade.

**2018-19 Actions/Services**

Continued the additional 6.5 teachers to better meet the needs of our unduplicated students with smaller class sizes.

**2019-20 Actions/Services**

Continued the additional 6.5 teachers to better meet the needs of our unduplicated students with smaller class sizes.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	A. \$483,650 B. \$55,366	A. \$433,586 B. \$50,028	A. \$457,229 B. \$52,443
Source	A. LCFF S/C B. Title I	A. LCFF S/C B. Title I	A. LCFF S/C B. Title I



Year	2017-18	2018-19	2019-20
Budget Reference	A. Certificated Salaries and Benefits B. Certificated Salaries and Benefits	A. Certificated Salaries and Benefits B. Certificated Salaries and Benefits	A. Certificated Salaries and Benefits B. Certificated Salaries and Benefits

## Action 1- 22

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)

NA

**Location(s):**

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

NA

**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

**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

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

Modified

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

Unchanged

2017-18 Actions/Services

Designate a teacher to be in charge of all EL students in monitoring the EL programs at each school site and the progress and reclassification of all EL students.

2018-19 Actions/Services

EL teachers at each school site will monitor their own EL students in addition to basic, overall monitoring practices.

2019-20 Actions/Services

EL teachers at each school site will monitor their own EL students in addition to basic, overall monitoring practices.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2,000	No Cost	No Cost
Source	Title III	NA	NA
Budget Reference	Certificated Salaries and Benefits	NA	NA

**Action 1- 23**

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)

NA

**Location(s):**

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

NA

**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

**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

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

Unchanged

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

Unchanged

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	A. \$106,352 B. \$20,563	A. \$110,654 B. \$21,314	A. \$114,592 B. \$22,082
Source	A. LCFF S/C B. Title I	A. LCFF S/C B. Title I	A. LCFF S/C B. Title I

Year	2017-18	2018-19	2019-20
Budget Reference	A. Certificated Salaries and Benefits B. Certificated Salaries and Benefits	A. Certificated Salaries and Benefits B. Certificated Salaries and Benefits	A. Certificated Salaries and Benefits B. Certificated Salaries and Benefits

## Action 1- 24

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

**Students to be Served:**

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

NA

**Location(s):**

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

NA

**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

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Refer struggling students to SAT teams and continue to hold follow up SAT's for previously referred students.

2018-19 Actions/Services

Continue to refer struggling students to SAT teams and continue to hold follow up SAT's for previously referred students to better meet the needs of our unduplicated students.

2019-20 Actions/Services

Continue to refer struggling students to SAT teams and continue to hold follow up SAT's for previously referred students to better meet the needs of our unduplicated students.

**Budgeted Expenditures**

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

**Action 1- 25**

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

**Students to be Served:**

(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)

NA

**Scope of Services:**

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

NA

**Location(s):**

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

NA

**Actions/Services**

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

Unchanged

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

Unchanged

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

Unchanged

## 2017-18 Actions/Services

Continue hands on project based learning methods aligned with common core and NGSS instruction.

## 2018-19 Actions/Services

Continue hands on project based learning methods aligned with common core and NGSS instruction.

## 2019-20 Actions/Services

Continue hands on project based learning methods aligned with common core and NGSS instruction.

**Budgeted Expenditures**

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

# 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)

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

## Goal 2

### State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6, 7

Local Priorities:

### Identified Need:

Students who live in the mountain community come from a unique culture. There are limited opportunities for students to participate in a variety of experiences, and many parents are OK with students not going to school on a daily basis, and due to the location, many are off the mountain all day for doctor's appointments, etc. ETUSD's attendance rate needs to increase in order to improve the district's ADA as well as educational opportunities for all students. Suspension rate is also over our expected goal. Strategies within the LCAP help address these areas as well as help bring necessary opportunities to students during the school day to help create a well-rounded human being.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Priority 3a: Parental involvement: Efforts to seek parent input in making decisions for district and sites.</b>	Parent participation in back to school nights: FP: 66% ET: 45% FMHS: 18%	<b>Expected:</b> FP: from 66% to 69% ET: from 45% to 48% FMHS: from 18% to 21% <b>Actual</b>	FP: from 90% to 93% ET: from 55% to 58% FMHS: from 23% to 25%	FP: from 93% to 96% ET: from 58% to 61% FMHS: from 25% to 28%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		FP: 90% (up 24%) ET: 55% (up 10%) FMHS: 23% (up 2%)		
<b>Priority 3b: Parental Involvement: District promotes participation of parents of unduplicated students.</b>	Maintain quarterly ELAC meetings. Participation rate at unduplicated pupil informational meeting: 5 Robocalls are sent out to remind parents of upcoming meetings, and all parents are invited to attend events such as backpack giveaways, and the health fair	<b>Expected:</b> Maintain quarterly ELAC meetings. Participation rate at unduplicated pupil informational meeting: from 5 to 8 Robocalls are sent out to remind parents of upcoming meetings, and all parents are invited to attend events such as backpack giveaways, and the health fair <b>Actual:</b> Participation rate at unduplicated pupil informational meeting fell to 3.	Maintain quarterly ELAC meetings. Participation rate at unduplicated pupil informational meeting to 8 Robocalls are sent out to remind parents of upcoming meetings, and all parents are invited to attend events such as backpack giveaways, and the health fair	Maintain quarterly ELAC meetings. Participation rate at unduplicated pupil informational meeting to 11 Robocalls are sent out to remind parents of upcoming meetings, and all parents are invited to attend events such as backpack giveaways, and the health fair
<b>Priority 3c: Parental Involvement: District promotes participation of parents of students with exceptional needs</b>	100% of parents will continue to be invited and attend all scheduled initial, annual, triennial, and needed IEP and 504 meetings as evidenced by invitations.	<b>Expected and Actual</b> 100% of parents will continue to be invited and attend all scheduled initial, annual, triennial, and needed IEP and 504 meetings as evidenced by invitations.	100% of parents will continue to be invited and attend all scheduled initial, annual, triennial, and needed IEP and 504 meetings as evidenced by invitations.	100% of parents will continue to be invited and attend all scheduled initial, annual, triennial, and needed IEP and 504 meetings as evidenced by invitations.
<b>Priority 5a: Pupil Engagement: Attendance rates</b>	Overall District Rate: 93.76% Frazier Park: 94.39% El Tejon: 94.61% FMHS: 92.49%	<b>Expected:</b> District: from 93.76% to 95% Frazier Park: 94.39% to 95.39% El Tejon: 94.61% to 95.61% FMHS: 92.49% to 93.49% <b>Actual:</b> District: 93.85 (up .9%) Frazier Park: 93.98 (down .41%) El Tejon: 94.11 (down .5%) FMHS: 93.53 (up 1.04%)	District: to 95% Frazier Park: to 95% El Tejon: to 95% FMHS: to 95%	District: to 96% Frazier Park: to 96% El Tejon: to 96% FMHS: to 96%
<b>Priority 5b: Pupil Engagement: Chronic absenteeism Rate</b>	29.26	<b>Expected:</b> Decrease from 29.26 to 27.26 <b>Actual:</b>	Decrease from 29.26 to 28	Decrease from 28 to 26



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Stayed constant at 29.26		
<b>Priority 5c: Pupil Engagement: Middle School dropout rate:</b>	0%	<b>Expected and Actual:</b> Stayed consistent at 0%.	Stay consistent at 0%.	Stay consistent at 0%.
<b>Priority 5d: Pupil Engagement: High School dropout rate:</b>	5.8%	<b>Expected:</b> Decrease to 4.8% <b>Actual:</b> approx. 8%	From 8% to 5%	From 5% to 3%
<b>Priority 5e: Pupil engagement: High school graduation rate</b>	94.2%	<b>Expected:</b> Increase from 94.2% to 95.2% <b>Actual:</b> approx. 92%	From 92% to 95%	Go from 95% to 97%
<b>Priority 6a: Pupil Suspension Rate</b>	3.4%(This number was inaccurate) New Baseline: 10%	<b>Expected:</b> Decrease from 3.4% to 3% (This was based on inaccurate numbers) <b>Actual:</b> 10%	Decrease from 10% to 7%	Decrease from 7% to 3%
<b>Priority 6b: Pupil Expulsion Rate</b>	.1%	<b>Expected:</b> Decrease to 0% <b>Actual:</b> 0%	0%	0%
<b>Priority 6c: Other local measure on sense of safety and school connectedness:</b>	Perceived safety at school based on the California Healthy Kids Survey 7 <sup>th</sup> Grade: From 48% to 51% 9 <sup>th</sup> /11 <sup>th</sup> : From 67% to 70%	<b>Expected:</b> Perceived safety at school based on the California Healthy Kids Survey 7 <sup>th</sup> Grade: From 62% to 65% 9 <sup>th</sup> /11 <sup>th</sup> : From 72% to 74% <b>Actual:</b> Perceived safety at school based on the California Healthy Kids Survey 7 <sup>th</sup> Grade:	Perceived safety at school based on the California Healthy Kids Survey 7 <sup>th</sup> Grade: From 51% to 55% 9 <sup>th</sup> /11 <sup>th</sup> : From 70% to 74%	Perceived safety at school based on the California Healthy Kids Survey 7 <sup>th</sup> Grade: From 55% to 59% 9 <sup>th</sup> /11 <sup>th</sup> : From 74% to 79%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		9 <sup>th</sup> /11 <sup>th</sup> : These results are not accurate- only 11 junior's answers were recorded this school year and all were given the		
<b>Priority 7a: Course Access: Extent to which pupils have access to and are enrolled in a broad course of study</b>	ETUSD has maintained the master schedule which offers a broad course of study to all students as core subject areas are taught.	<b>Expected and Actual:</b> Continue to maintain a master schedule which offers a broad course of study to all students as core subject areas are taught	Continue to maintain a master schedule which offers a broad course of study to all students as core subject areas are taught	Continue to maintain a master schedule which offers a broad course of study to all students as core subject areas are taught
<b>Priority 7b: Course Access: Extent to which pupils have access and are enrolled in programs and services for unduplicated pupils</b>	100% of unduplicated pupils continue to be provided with programs and services based on state standards and student needs as indicated by local assessment data.	<b>Expected and Actual:</b> 100% of unduplicated pupils continue to be provided with programs and services based on state standards and student needs as indicated by local assessment data.	100% of unduplicated pupils continue to be provided with programs and services based on state standards and student needs as indicated by local assessment data.	100% of unduplicated pupils continue to be provided with programs and services based on state standards and student needs as indicated by local assessment data.
<b>Priority 7c: Course Access: Extent to which pupils have access and are enrolled in programs and services for unduplicated pupils</b>	100% of students with exceptional needs are provided programs and services based on IEP, state standards, and student needs as indicated by local assessment data.	<b>Expected and Actual:</b> 100% of students with exceptional needs are provided programs and services based on IEP, state standards, and student needs as indicated by local assessment data.	100% of students with exceptional needs are provided programs and services based on IEP, state standards, and student needs as indicated by local assessment data.	100% of students with exceptional needs are provided programs and services based on IEP, state standards, and student needs as indicated by local assessment data.

## Planned Actions / Services

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

### Action 2- 1

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

**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):

NA

NA

**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

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

Discontinue

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

NA

**2017-18 Actions/Services**

Continue stipend position of running the SARB board for the district and acting as a liaison to work with families on attendance issues.

**2018-19 Actions/Services**

This action did not prove to be effective, so each site administrator will go back to being in charge of SARB for their own school. See "Analysis of Goal 2" page 27.

**2019-20 Actions/Services**

NA

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$10,000	No Cost	No Cost
Source	LCFF S/C	NA	NA
Budget Reference	Certificated Salaries and Benefits	NA	NA

## Action 2- 2

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

**Students to be Served:**

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

All

**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)

NA

**Scope of Services:**

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

NA

**Location(s):**

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

NA

**Actions/Services**

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Continue implementation of attendance incentives at all school sites.

2018-19 Actions/Services

Continue implementation of attendance incentives at all school sites.

2019-20 Actions/Services

Continue implementation of attendance incentives at all school sites.

**Budgeted Expenditures**

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

**Action 2- 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)

NA

**Location(s):**

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

NA

**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, and Low Income students.

**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

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

Unchanged

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

Unchanged

**2017-18 Actions/Services**

ETUSD will set up a schedule for Saturday school's to help reclaim lost ADA due to absences.

**2018-19 Actions/Services**

ETUSD will continue to offer additional Saturday school opportunities to better meet the needs of our unduplicated students.

**2019-20 Actions/Services**

ETUSD will continue to offer additional Saturday school opportunities to better meet the needs of our unduplicated students.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	A. \$3,378 B. \$1,015	A. \$5,378 B. \$1,715	A. \$5,378 B. \$1,715
Source	A. LCFF Base B. LCFF Base	A. LCFF Base B. LCFF Base	A. LCFF Base B. LCFF Base

Year	2017-18	2018-19	2019-20
Budget Reference	A. Certificated Salaries and Benefits B. Classified Salaries and Benefits	A. Certificated Salaries and Benefits B. Classified Salaries and Benefits	A. Certificated Salaries and Benefits B. Classified Salaries and Benefits

## Action 2- 4

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

**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)

NA

**Scope of Services:**

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

NA

**Location(s):**

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

NA

### Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Send out Robocalls to alert parents of unexcused absences.

2018-19 Actions/Services

Send out Robocalls to alert parents of unexcused absences.

2019-20 Actions/Services

Send out Robocalls to alert parents of unexcused absences.

**Budgeted Expenditures**

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

**Action 2- 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)

NA

**Location(s):**

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

NA

**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

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

Unchanged

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

Unchanged

**2017-18 Actions/Services**

Continue clubs and programs after school and during the day for students to participate in.

**2018-19 Actions/Services**

Continue additional clubs and programs after school and during the day for all students to participate primarily directed to better meet the needs of unduplicated students.

**2019-20 Actions/Services**

Continue additional clubs and programs after school and during the day for all students to participate primarily directed to better meet the needs of unduplicated students.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	A. \$8,498 (Travel) B. \$59,264 C. \$32,184	A. \$8,498 B. \$59,264 C. \$32,803	A. \$8,498 B. \$59,264 C. \$32,803

Year	2017-18	2018-19	2019-20
Source	A. LCFF Base B. LCFF Base C. LCFF S/C	A. LCFF Base B. LCFF Base C. LCFF S/C	A. LCFF Base B. LCFF Base C. LCFF S/C
Budget Reference	A. Services and Other Operational Expenditures B. Certificated Salaries and Benefits C. Certificated Salaries and Benefits	A. Services and Other Operational Expenditures B. Certificated Salaries and Benefits D. Certificated Salaries and Benefits	A. Services and Other Operational Expenditures B. Certificated Salaries and Benefits C. Certificated Salaries and Benefits

## Action 2-6

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

**Students to be Served:**

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

NA

**Location(s):**

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

NA

**OR**

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

**Students to be Served:**

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

English Learners, Foster Youth, Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

El Tejon and Frazier Mountain High School

**Actions/Services**

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Continue master schedule that allows more students to participate in all subject areas including: Art, ASB, Peer Helping, Drama, AP classes, etc

2018-19 Actions/Services

Continue master schedule that allows additional students to participate in all subject areas including: Art, ASB, Peer Helping, Drama, AP classes, etc., principally directed to better meet the needs of our unduplicated students.

2019-20 Actions/Services

Continue master schedule that allows additional students to participate in all subject areas including: Art, ASB, Peer Helping, Drama, AP classes, etc., principally directed to better meet the needs of our unduplicated students.

### Budgeted Expenditures

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

## Action 2-7

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

**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)

NA

**Scope of Services:**

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

NA

**Location(s):**

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

NA

### Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Continue the implementation of a School-Parent Compact for Achievement

2018-19 Actions/Services

Continue the implementation of a School-Parent Compact for Achievement

2019-20 Actions/Services

Continue the implementation of a School-Parent Compact for Achievement

## Budgeted Expenditures

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

## Action 2- 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)

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)

NA

### Scope of Services:

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

NA

### Location(s):

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

NA

## Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Continue various ways for students to report bullying incidents

2018-19 Actions/Services

Continue various ways for students to report bullying incidents

2019-20 Actions/Services

Continue various ways for students to report bullying incidents

**Budgeted Expenditures**

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

**Action 2-9**

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)

All

**Location(s):**

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

El Tejon and Frazier Mountain High

**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)

NA

**Scope of Services:**

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

NA

**Location(s):**

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

NA

**Actions/Services**

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

Unchanged

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

Unchanged

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

Unchanged

## 2017-18 Actions/Services

Continue collaboration schedule between high school ASB/SSA and middle school students.

## 2018-19 Actions/Services

Continue collaboration schedule between high school ASB/SSA and middle school students.

## 2019-20 Actions/Services

Continue collaboration schedule between high school ASB/SSA and middle school students.

**Budgeted Expenditures**

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

## Action 2- 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)

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)

NA

**Scope of Services:**

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

NA

**Location(s):**

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

NA

### Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Continue student of the month and award ceremonies at all sites.

2018-19 Actions/Services

Continue student of the month and award ceremonies at all sites.

2019-20 Actions/Services

Continue student of the month and award ceremonies at all sites.



**Budgeted Expenditures**

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

**Action 2- 11**

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

**Students to be Served:**

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

NA

**Location(s):**

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

NA

**OR**

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

**Students to be Served:**

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

English Learners, Foster Youth, Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

Frazier Mountain High

**Actions/Services**

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Continue to implement a credit recovery program for high school students during the summer and school day in order to continue to improve the high school dropout rate. 3 periods during the day is dedicated to credit recovery opportunities as well as a summer school program.

2018-19 Actions/Services

Continue to implement an additional credit recovery program for high school students during the summer and school day in order to continue to improve the high school dropout rate and better meet the needs of our unduplicated students. Three periods during the day are dedicated to credit recovery opportunities as well as a summer school program.

2019-20 Actions/Services

Continue to implement an additional credit recovery program for high school students during the summer and school day in order to continue to improve the high school dropout rate and better meet the needs of our unduplicated students. Three periods during the day are dedicated to credit recovery opportunities as well as a summer school program.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	A. \$61,721(within school year) B. \$4,153 (summer)	A. \$63,424(within school day) B. \$4,153 (summer)	A. \$56,920 (within the school day) B. \$4,236 (summer)
Source	A. LCFF S/C B. Title I	A. LCFF S/C B. Title I	A. LCFF S/C B. Title I
Budget Reference	A. Certificated Salaries and Benefits B. Certificated Salaries and Benefits	A. Certificated Salaries and Benefits B. Certificated Salaries and Benefits	A. Certificated Salaries and Benefits B. Certificated Salaries and Benefits

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 1,037,860

17.52 %

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

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

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

Hiring additional teachers for class size reduction.P

Hiring additional TK aides to enhance early literacy for unduplicated pupils.

Creating an additional credit recovery program both during the school day and summer in order to increase graduation rates.

Providing needed intervention during the school day.

Providing a math summer school program for students in grades 9 – 12.

Providing additional professional development for teachers in ELD instructional strategies.

Creating a master schedule in grades 6 – 12 to provide additional opportunities for unduplicated pupils.

























# 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](mailto: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/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow



the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP; 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?