

# 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

Greenfield Union School District

Contact Name and Title

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Email and Phone

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## 2017-20 Plan Summary

### The Story

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

Greenfield Union School District encompasses approximately 24 square miles located on the southwest side of Bakersfield. We strive to provide quality education and prepare our students for the 21st century. The district operates 12 schools (8 elementary schools, 3 middle schools and 1 community school). As of October 4, 2017, the district serves approximately 9,300 students in transitional kindergarten through eighth grade. The student population is diverse with 83.26% Hispanic, 6.89% African American, 6.15% White, 0.25% American Indian/Alaskan Native, 0.02% Pacific Islander, 0.36% Filipino, 1.74% Asian, and 1.31% Multiple race not Hispanic. The district consists of 26.6% English Learners, 8.4% Special Ed., < 1 % Homeless, and < 1% Foster Youth. 86.7% of all students in the district are socio-economically disadvantaged.

District Mission Statement: Greenfield Union School District is a student centered district dedicated to preparing each student for a life which is productive academically, physically, socially, emotionally and economically.

District Value Statement:

- The district is committed to its valued employees.
- The district is committed to developing and maintaining facilities that provide a safe

and effective learning environment for our students and community

- The district is committed to recruiting and retaining a highly qualified professional staff The district is committed to meeting the specific needs of each child within our

community by providing a comprehensive standards-based instructional program

- The district is committed to providing quality resources and services that support the instructional goals of each site through sound business practices
- The district is committed to integrating and coordinating services in partnership with the community so as to provide each child with opportunities for academic, physical, social and emotional success
  - Raise standards and strengthen curriculum
  - Improve professional development
  - Increase accountability
  - Educate a changing student population

## LCAP Highlights

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

Working closely with stakeholders throughout the Greenfield Union School District, three goals have been identified as the focus for the 2018-2019 LCAP:

**GOAL 1:** The district will provide full implementation of Common Core State Standards and access to technology to promote 21st Century Learning Skills.

- Technology Refresh Plan (including 1:1 devices)
- Teacher Induction Program (TIP)
- Class Size Reduction
- Writing Program
- Secretary to assist with monitoring support of program requirements
- ELD Program
- Administrator to monitor support of LCAP requirements

Actions/Services 1.1- 1.7

**GOAL 2:** All Students will achieve academic proficiency levels based on local and state assessments.

- STAR Early Literacy, Reading, and Mathematics Assessment Programs
- Equitable services for the After School Program
- ALEKS (Supplemental Math Intervention)
- Prepare our students for high school, college, and/or career readiness
- District Curriculum Specialists to coordinate curriculum needs with technology and provide professional development
- GATE Program
- STEM Classes
- IO Education to monitor student achievement
- Academic Coaches and interventions
- Field Trips (including 6th grade to Camp KEEP)
- Elementary Music Program
- Reading 180 Intervention Program (4th -8th grade)
- Accelerated Math Classes
- Transitional Kindergarten Teachers and Assistants
- Lexia Reading/Power UP/Accelerated Reader

- Reading Plus

#### Actions/Services 2.1-2.18

GOAL 3: The district will remain a safe and positive learning environment through communication and collaboration.

- Bully Prevention Training
- PBIS
- Parent Education (including PIQE)
- Home to School Communication
- Campus Security
- Support Staff (including MSWs)
- Promote Parent Involvement
- After School Sports Program
- Clean Campuses
- Security at Cameras
- Shade Structures
- Administrator of School Safety and Student Supports

#### Actions/Services 3.1- 3.16

## Review of Performance

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

## Greatest Progress

On the California Dashboard, the district indicator for the 2017 CAASPP results was "yellow" for all students in English language arts(ELA), and mathematics. The district increased by 15.2 points in ELA and 8.9 points in mathematics for all students. The district 2017 CAASPP results showed 42% of all students scored standard met or standard exceeded in ELA and 32% of all students scored standard met or standard exceeded in mathematics.

We attribute this growth to the consistent implementation of the following:

- Continued CCSS monitored by administrators. Goal 1
- Write From the Beginning and Beyond targeting low income students, foster youth, and English learners. Action 1.5
- STAR reading and math to monitor student growth targeting low income students, foster youth, and English learners with gap skills/standards. Action 2.1

The district indicator on the California Dashboard for English Language Learners Progress indicator was "green". Our English learner students are making progress toward language proficiency. The district English learner reclassification rate is 29%.

We attribute our English Language Learner Progress to the following:

- Continued implementation of ELD programs. Action 1.6

- Continued monitoring of ELD programs by administrators. Goal 1

According to the California Dashboard, the district's 2017 suspension rate was indicated as "yellow." The district suspension rate is 3.6%. This is a 1.6% decline for all students from 2016. The district will continue to focus on decreasing the suspension rate by 1% each year. We attribute this decrease in suspensions to the implementation of our Positive Behavior Intervention and Supports (PBIS) program. Action 3.2

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 2017-18 California Dashboard, the district did not have any state indicator for which the overall performance was "red" or "orange". The district did not have a local indicator which was "not met".

For 2016-17, the chronic absenteeism rate for the state was 10.8% and the chronic absenteeism rate for the county was 12.1%. The district's 2016-17 chronic absenteeism rate was 9.4% for all students. While the district's chronic absenteeism rate was 1.4% below the state's rate and 2.7% below the county's rate, the district views chronic absenteeism as a need. The district goal is to decrease chronic absenteeism by 1% each year. The district plans to address this need by:

- Implementing Aeries Communication and Attention 2 Attendance to monitor absenteeism and communicate student absences to all parents targeting communication to parents of low income students, English learner, and foster youth. Action 3.5
- The School Resource Officer will communicate and provide support regarding chronic absenteeism to parents of low income students, English learner, and foster youth. Action 3.7

The district uses STAR Reading and STAR Math assessments to monitor student progress in reading and mathematics. In 2017-2018, the district results showed 39% of students performed below the 25th percentile on the STAR Reading assessment. These results show a decrease of 2.6% of students performing below the 25th percentile in reading from the 2016-17 results. In 2017-2018, the district results showed 24% of students performed below the 25th percentile on the STAR Math assessment. These results show a decrease of 3.4% of students performing below the 25th percentile in mathematics from the 2016-17 results. The district goal is to decrease the percent of students performing below the 25th percentile by 6% each year in reading and mathematics.

Although we have seen some growth in these scores, the district still deems this as a need. To address this need, the district will implement the following actions:

- Academic Coaches will continue to identify underperforming students, provide academic support, and monitor academic achievement of at risk, low income students, foster youth, homeless, and English learner students. Action 2.9
- Provide a reading intervention program for 4th - 8th grade students focused on monitoring the academic achievement of at risk, low income, foster youth, homeless, and English learner students. Action 2.12

- Provide supplemental math intervention materials, including adding ALEKS to all sites 3rd - 8th grades with an emphasis to support low income students, foster youth, homeless, and English learners. Action 2.3

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

While the district indicator on the California Dashboard for the 2017 CAASPP results indicated “yellow” for all students in English language arts (ELA) and mathematics, students with disabilities indicated “orange” in ELA and “red” in mathematics. The district 2017 CAASPP results showed 6% of special education students met or exceeded the standard in ELA, and 5% met or exceeded the standard in mathematics. In addition, the California Dashboard indicator for the 2017 CAASPP results for homeless students was “orange” in ELA and mathematics.

To address these performance gaps, the district includes the following actions:

- The district will continue to support the maintenance of special day class program assistants, school psychologists, and program specialists to support academic and social needs of special education students. Action 3.8
- Special education program specialists will train teachers on strategies to teach mathematics aligned to the general education curriculum for students with disabilities. Action 3.8
- Academic Coaches will continue to identify underperforming students, provide academic support, and monitor progress of students targeting homeless students. Action 2.9

On the 2017 California Dashboard the district suspension rate for all students was “yellow”, while the suspension rates for our homeless and white students were “red”.

To address this performance gap, the district will implement the following actions:

- Expanding the Positive Behavioral Interventions and Supports (PBIS) program to all sites in the district to ensure all students are able to learn in a positive environment with an emphasis on homeless and white student groups. Action 3.2
- Provide an Administrator of School Safety and Student Supports to oversee Multi-Tier Systems of Support (MTSS), targeting all student groups with an emphasis on homeless and white student groups Action 3.16

The district’s chronic absenteeism rate on the California Dashboard was 9.4%, while the rate for African American students was 12.9% and the rate for white students was 14.9%. The district plans to address this performance gap by the following actions:

- Administrators will use Attention 2 Attendance to monitor student attendance and provide support regarding chronic absenteeism to parents of African American and white student groups. Action 3.5
- The School Resource Officer will communicate and provide support regarding chronic absenteeism to parents of African American and white student groups. Action 3.7

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

The district will increase and improve services for low income students, English learners, and foster youth based on identified needs and stakeholder feedback. Three of the significant actions the district is implementing to improve services are:

- Continue to purchase, replace, and upgrade technology devices for staff and students. Update 21st Century Classroom standard setup. Continue the Technology Refresh Plan including 1:1 devices with an emphasis to support low income students, foster youth, and English Learners that may not have access to internet or technology at home. Action 1.1
- Continue to provide additional certificated staff hired at sites to reduce class sizes and support student academic achievement with an emphasis on instructional strategies for low income students, foster youth, and English learners. Action 1.2

In addition, a portion of LCFF funding is allocated to sites based on the number of unduplicated pupils to serve the site specific needs of low income students, English learner, and foster youth. Action 3.7

## 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

\$117,686,548.00

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

\$26,902,203.00

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.

The general fund expenditures not included in the LCAP for the 2018-19 school year are the following:

- Salaries and benefits for certificated teachers, classified personnel, and administrative staff members
- Operation/Facility and maintenance costs
- Books and supplies

### DESCRIPTION

### AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$99,254,649



# 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

The district will provide full implementation of Common Core State Standards and access to technology to promote 21st Century Learning Skills.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 2: State Standards (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected

**17-18**

Priority 1: Basic Services

Priority 1(a) 100% of teachers are fully credentialed and appropriately assigned

Priority 1(b) Maintain pupils access to standards-aligned materials at 100%.

Priority 1(c) Maintain all facilities have an overall rating of "Exemplary" as indicated on the FIT report

Priority 2: Implementation of State Standards

Priority 2 (a) Implementation of CCSS

California Dashboard Reflection Tool # 1 Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below:

ELA - 5(Full Implementation and Sustainability)

ELD - 4 (Full Implementation)

Math -5(Full Implementation and Sustainability)

Next Generation Science Standards - 3(Initial Implementation)

History/Social Science - 3(Initial Implementation)

Actual

Priority 1 Basic Services :

Priority 1 (a) Teachers are fully and appropriately credentialed for assignment. 87%

Priority 1 (b) Pupils access to standard aligned materials. Maintained 100%

Priority 1 (c) School facilities maintained in good repair "Exemplary"

Priority 2 Implementation of State Standards:

Priority 2 (a) Implementation of CCSS

California Dashboard Reflection Tool # 1 Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below:

ELA 4(Full Implementation)

ELD 4(Full Implementation)

Math 4(Full Implementation)

Next Generation Science Standards 2(Beginning Implementation)

History/Social Science 2(Beginning Implementation)

## Expected

CCSS programs will be monitored by principals using district walk through tool.

Based on #8 of the District Needs Assessment - Common core State Standards are being implemented within the district for all students, including English language learners, students with disabilities and those who are gifted. "Agreed" Results: Staff - 90 %, Parents - 90%, Students - 90%

Priority 2(b) Programs/Services to enable English Learners access to CCSS and ELD standards:

California Dashboard Reflection Tool # 2 Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.  
ELD - 4 (Full Implementation)

Based on #10 of the District Needs Assessment - The English learner program is helping English learners to learn English as quickly as possible  
"Don't Know" Results: Staff - 12.8%, Parent - 13.8%, Student - 16.5%

Continue ELD programs monitored by Principals and EL Curriculum Specialist during required walkthroughs

## Actual

CCSS programs will be monitored by principals using district walk through tool.

In 2017-18 # 8 of the District Needs Assessment Survey Common Core State Standards are being implemented within the district for all students. "Agreed" results:

Staff- 79.5%

Parents- 82.5%

Students- 54.4%

Priority 2(b) Programs/Services to enable English Learners access to CCSS and ELD standards

California Dashboard Reflection Tool # 2 Rate the LEA's progress in making instructional materials:  
ELD 4

#10 of the District Needs Assessment - The English learner program is helping English learners to learn English as quickly as possible.

"I don't know"

Staff - 17.1%

Parents - 19.1%

Students - 24.6%

ELD programs were monitored by Principals and Assistant Principals during required walkthroughs.

## Actions / Services

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

### Action 1

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures



1.1 Purchase, replace, and upgrade technology devices for staff and students. Update 21st Century Classroom standard setup. Technology Refresh plan including 1:1 devices for 3rd, 7th/8th history, and 7th/8th science. Technology Specialist at each site.

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

**Students to be Served**

English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools

1.1 Technology was replaced as needed. Devices for 3rd, 7th/8th history, and 7th/8th science classrooms were purchased. Technology Specialist at each site.

Materials and Supplies. Non Capital Equipment. Unrestricted Concentration/Supplemental \$2,009,141

Other Classified Salaries and Benefits Unrestricted Concentration/Supplemental \$753,959

Materials and Supplies. Non Capital Equipment. Unrestricted Concentration/Supplemental \$1,406,508

Other Classified Salaries and Benefits Unrestricted Concentration/Supplemental \$777,356

## Action 2

**Planned  
Actions/Services**

1.2 Maintain Teacher Induction Program (TIP) training for year 1 and year 2 teachers.

**Actual  
Actions/Services**

1.2 Maintained Teacher Induction Program (TIP) training for year 1 and year 2 teachers.

**Budgeted  
Expenditures**

Certificated Teacher Salaries and Benefits Unrestricted Concentration/Supplemental \$226,893

Materials and Supplies Unrestricted Concentration/Supplemental \$10,000

**Estimated Actual  
Expenditures**

Certificated Teacher Salaries and Benefits Unrestricted Concentration/Supplemental \$234,114

Materials and Supplies Unrestricted Concentration/Supplemental \$1,067

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

**Students to be Served**

English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools

Travel/Conference Unrestricted  
Concentration/Supplemental  
\$3,000

Travel/Conference Unrestricted  
Concentration/Supplemental  
\$2,131

**Action 3**

**Planned  
Actions/Services**

1.3 Hire 2 full time teachers and 1 half time teacher (7th-8th grade). Maintenance of 13 teachers hired in 2016-17, 15 teachers hired in 2015-16, 30 teachers hired in 2014-15, and 28 teachers hired in 2013-14.

**Actual  
Actions/Services**

1.3 Hired 2 full time teachers and 1 half time teacher (7th-8th grade) Maintained 13 teachers hired in 2016-17, 15 teachers hired in 2015-16, 30 teachers hired in 2014-15, and 28 teachers hired in 2013-14.

**Budgeted  
Expenditures**

Certificated Teacher Salaries and Benefits Unrestricted  
Concentration/Supplemental  
\$7,700,461

Certificated Teacher Salaries and Benefits  
2 1/2 teachers hired in 2017-18  
Unrestricted  
Concentration/Supplemental  
\$252,715

**Estimated Actual  
Expenditures**

Certificated Teacher Salaries and Benefits Unrestricted  
Concentration/Supplemental  
\$8,093,368

Certificated Teacher Salaries and Benefits  
2 1/2 teachers hired in 2017-18  
Unrestricted  
Concentration/Supplemental  
\$259,667

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

**Students to be Served**

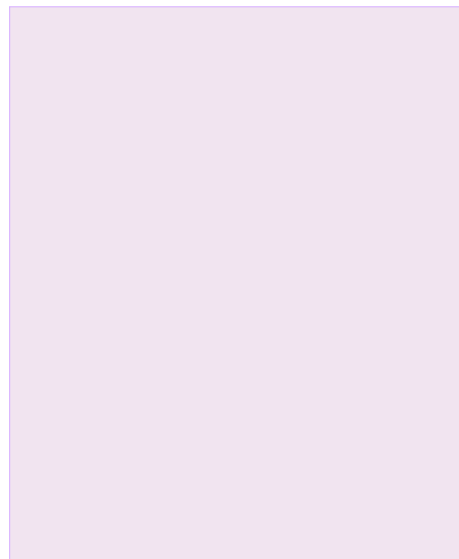
English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools



**Action 4**

**Planned  
Actions/Services**

1.4 Maintenance of Categorical Secretary to assist with monitoring support of Categorical Program requirements focusing on Low Socio, ELs, Homeless, and Foster Youth.

**Actual  
Actions/Services**

1.4 Maintained Categorical Secretary to assist with monitoring support of Categorical Program requirements focusing on Low Socio, ELs, Homeless, and Foster Youth.

**Budgeted  
Expenditures**

Clerical, Technical, and Office Staff Salaries and Benefits.  
Unrestricted  
Concentration/Supplemental  
\$73,360

**Estimated Actual  
Expenditures**

Clerical, Technical, and Office Staff Salaries and Benefits.  
Unrestricted  
Concentration/Supplemental  
\$75,201

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

**Students to be Served**

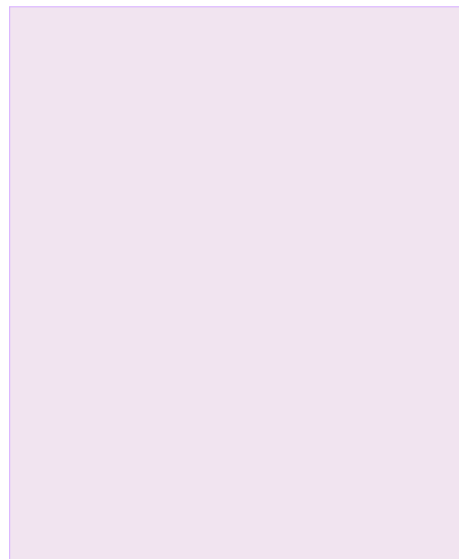
English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools



**Action 5**

**Planned  
Actions/Services**

1.5 Maintenance of supplemental writing materials and provide professional development to teachers TK-8 grade on Write from the Beginning and Beyond and CCSS writing strategies.

**Actual  
Actions/Services**

1.5 Maintained supplemental writing materials and provided professional development to teachers TK-8 grade on Write from the Beginning and Beyond and CCSS writing strategies.

**Budgeted  
Expenditures**

Professional/Consulting Services and Operating expenditures. Unrestricted  
Concentration/Supplemental  
\$20,000

Materials and Supplies Unrestricted  
Concentration/Supplemental  
\$17,000

**Estimated Actual  
Expenditures**

Professional/Consulting Services and Operating expenditures. Unrestricted  
Concentration/Supplemental  
\$23,400

Materials and Supplies Unrestricted  
Concentration/Supplemental  
\$13,891

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

**Students to be Served**

English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools

**Action 6**

**Planned  
Actions/Services**

1.6 Maintenance of Systematic ELD materials and provide professional development to teachers.

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

**Students to be Served**

English Learners

**Scope of Services**

LEA-wide

**Locations**

Specific Grade Spans: TK - 6th grade

**Actual  
Actions/Services**

1.6 Maintained Systematic ELD materials and provided professional development to teachers.

**Budgeted  
Expenditures**

Travel/Conferences Unrestricted  
Concentration/Supplemental  
\$25,000

Materials and Supplies  
Unrestricted  
Concentration/Supplemental  
\$15,000

**Estimated Actual  
Expenditures**

Travel/Conferences Unrestricted  
Concentration/Supplemental  
\$6,342

Materials and Supplies  
Unrestricted  
Concentration/Supplemental  
\$5,840

**Action 7**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.7 Maintenance of salary to monitor support of LCAP requirements. Administrator on Special Assignment. Including professional development and supplies</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>	<p>1.7 Maintained of salary to monitor support of LCAP requirements. Administrator on Special Assignment. Including professional development and supplies</p>	<p>Certificated Admin. Salaries and Benefits Unrestricted Concentration/Supplemental \$148,349</p> <p>Materials and Supplies Unrestricted Concentration/Supplemental \$1,000</p> <p>Travel / Conference Unrestricted Concentration/Supplemental \$6,000</p> <p>Printing Charges Unrestricted Concentration/Supplemental \$3,000</p>	<p>Certificated Admin. Salaries and Benefits Unrestricted Concentration/Supplemental \$151,975</p> <p>Materials and Supplies Unrestricted Concentration/Supplemental \$185</p> <p>Travel / Conference Unrestricted Concentration/Supplemental \$696</p> <p>Printing Charges Unrestricted Concentration/Supplemental \$3,932</p>

## Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.8 No action for 2017-18	1.8 No action for 2017-18	N/A Unrestricted Concentration/Supplemental N/A	N/A Unrestricted Concentration/Supplemental N/A

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

**Students to be Served**

English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools

## Analysis

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

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

The actions for this goal were implemented (Actions 1.1-1.8) as planned.

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

Implementation of the CCSS and technology will continue to be a district focus.

According to the District Needs Assessment Survey results for 2017-18, 96.8% of staff and 96.5% of students agreed that students use computers/technology in the classroom, while in 2016-17 96.2% of staff and 96.2% of students agreed that students use computer/technology in the classroom. There was a 0.6% increase of staff and a 0.3% increase of students that agreed students use computer/technology in the classroom. The district wants to maintain over 96% of staff and students agreeing that students use computer/technology in the classroom, because technology is a district focus to meet the demands of the Common core State Standards(CCSS). Due to advancements in technology, the district still deems this as a need. Therefore, the district will continue to provide updated to technology as needed to students with an emphasis on low income students, English learners, and foster youth.

Action 1.1



Based on the 2017-18 District Needs Assessment Survey results, 84.3% of the staff and only 54.4% of students agreed that CCSS were being implemented for all students. In 2016-17, 85.3% of staff and 54.9% of students agreed that CCSS were being taught to all students. There was a 1% decrease of staff and a 0.5% decrease of students that agreed that CCSS were being implemented for all students. Since all staff (including non-certificated and certificated) participate in the District Needs Assessment survey, this decrease could be due to non-certificated staff's lack of knowledge of CCSS. The goal is to have 90% of staff and students agree that the CCSS are being taught to all students. Additionally, the California Dashboard Reflection Tool results showed teachers rated the district's progress in providing professional learning for teaching of the CCSS in English language arts, math and English language development as full implementation. However, teachers rated the districts implementation of next generation science standards and history/social science standards as beginning development. The districts goal is to be at full Implementation and sustainability in all subject areas.

Although the district did not see the gain we had anticipated in the survey and dashboard reflection tool results, we believe it will take time to see the desired growth in implementation of the Common Core State Standards (CCSS). The district will continue to implement the CCSS targeting low income students, English learners, and foster youth. In an effort to increase implementation of the CCSS, site administrators will continue to monitor the teaching of these standards, and continued implementation of the writing program will provide more alignment and increase awareness of the CCSS. Action 1.5

Therefore, the district still deems there is a need for this goal, and we will continue this goal for the next two years.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1.1 - The cost to replace, purchase, and upgrade the technology devices for staff and students was overestimated. Some extra funds were used toward salary raises and benefits.

Action 1.2 - The amount needed to provide the TIP program was underestimated due to a salary raise and an increase in employee benefits. The amount for materials and supplies was overestimated.

Action 1.3 - The amount for certificated salaries and benefits was underestimated due to a salary raise and an increase in benefit costs.

Action 1.4 - The amount budgeted was underestimated due to a salary raise and an increase in benefit costs.

Action 1.5 - The amount budgeted to purchase supplemental writing materials was overestimated.

Action 1.6 - The amount budgeted to training staff and purchase ELD materials was overestimated.

Action 1.7 - The amount budgeted was underestimated due to a salary raise and an increase in benefit costs. Most of the conferences/trainings were offered locally, so the amount for conferences was overestimated.

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.

In 2017-18, there was no action 1.8. For 2018-20, the district had planned to purchase history/social science and science textbooks. However, the district has decided not to use supplemental/concentration funds to purchase these textbooks, so action 1.8 has been eliminated from the 2018-20 LCAP.

All other actions(1.1- 1.7) in this goal will continue as planned in the 2018-19 LCAP.

# Annual Update

## LCAP Year Reviewed: 2017-18

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

### Goal 2

All students will achieve academic proficiency levels based on local and state assessments.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Annual Measurable Outcomes

#### Expected

##### 17-18

Priority 4: Pupil Achievement

Priority 4 (a) Statewide Assessments: Smarter Balanced Assessment Consortium (SBAC)

SBAC

Met or Exceeded Standard

ELA: All Students:43%, Special Education:14%, English Learners: 16%, Redesignated: 57%

Math - All Students:34%, Special Education:13%, English Learners:17%, Redesignated:46 %

Science

Advanced or Proficient

Science: 5th Grade - All Students: 59%, Special Education: 36%, English Learners: 25%, Redesignated: 79%

Science: 8th Grade - All Students: 65%, Special Education:6%, English Learners:22%, Redesignated:73%

#### Actual

Priority 4: Pupil Achievement

Priority 4 (a) Statewide Assessments: Smarter Balanced Assessment Consortium (SBAC)

SBAC Met or Exceeded Standard

ELA: All Students: 42%, Special Education:4.6 %, English Learners: 7.9%, Redesignated:55.4 %

Math - All Students: 32%, Special Education:5.7%, English Learners:9.7%, Redesignated: 50.8%

In 2017-18, the CST Science was not administered. The CAASPP Science pilot test was administered and scores will be given to districts.

Priority 4(b) API: N/A

Priority 4(c) Percentage of pupils completing A-G or CTE sequences/programs: N/A

## Expected

Priority 4(b) API: N/A

Priority 4(c) Percentage of pupils completing A-G or CTE sequences/programs: N/A

Priority 4(d) Percentage of EL pupils making progress towards English proficiency:  
Percent of students that advance at least one CELDT level  
57.2 %  
In 2017-18 ,we will begin using the LPAC to establish a baseline score for next year

Priority 4(e)English Learner Reclassification Rate: 30%

Priority 4(f) Percentage of pupils passing AP exam with 3 or higher: N/A

Priority 4(g) Percentage of pupils who participate in and demonstrate college preparedness on EAP: N/A

Priority 7: Course Access

Priority 7(a) Extent to which pupils have access to and are enrolled in a broad course of study, including unduplicated and students with exceptional needs: All students have access to district programs.  
100% of unduplicated pupils are provided with programs and services based on state standards and student needs as indicated by local assessment data.

Priority 7 (b) The district has been able to maintain availability of elective classes offered at middle school sites: Band, Beginning Band, Intermediate Band, Advanced Band, Choir, Photography, Exploring Technology, Lab Science, Journalism, Drama, Spanish, Life Skills, Student Aide, Keyboarding, Computer Basics, Historical Studies, Forensics, Study Skills, Music 6, and Fine Arts. The district will maintain the 21 classes offered.

## Actual

Priority 4(d) Percentage of EL pupils making progress towards English proficiency: Percent of students that advance at least one CELDT level  
In 2017-18 , the annual CELDT was not administered. The LPAC was administered to establish a baseline score for 2018-19.

Priority 4(e)English Learner

For 2017-18 the district's English learner reclassification rate was 29%.

Priority 4(f)Percentage of pupils passing AP exam with 3 or higher: N/A

Priority 4(g)Percentage of pupils who participate in and demonstrate college preparedness on EAP: N/A

Priority 7: Course Access

Priority 7(a) Extent to which pupils have access to and are enrolled in a broad course of study, including unduplicated and students with exceptional needs: All students have access to district programs. 100% of unduplicated pupils were provided with programs and services based on state standards and student needs as indicated by local assessment data.

Priority 7(b) Maintained 100% of class selection availability.

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.1 Renewal of STAR Early Literacy, Reading and Mathematics Assessment Programs with addition of STAR 360. TK-8 grades to identify under-performing students and target gap skills/standards.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>	<p>2.1 Renewed STAR Early Literacy, Reading and Mathematics Assessment Programs with addition of STAR 360.</p>	<p>Professional/Consulting Services and Operating Expenditures Unrestricted Concentration/Supplemental \$124,144</p>	<p>Professional/Consulting Services and Operating Expenditures Unrestricted Concentration/Supplemental \$124,128</p>

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.2 Equitable services for After School Program at all school sites.</p>	<p>2.2 Provided equitable services for After School Program at all school sites.</p>	<p>Classified Instructional Salaries and Benefits. Unrestricted Concentration/Supplemental \$342,979</p> <p>Materials and Supplies Unrestricted Concentration/Supplemental \$66,000</p>	<p>Classified Instructional Salaries and Benefits. Unrestricted Concentration/Supplemental \$360,707</p> <p>Materials and Supplies Unrestricted Concentration/Supplemental \$25,100</p>

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

**Students to be Served**

English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools

Field Trips Unrestricted  
Concentration/Supplemental  
\$2,047

Professional Consulting  
Unrestricted  
Concentration/Supplemental  
\$2,047

**Action 3**

**Planned  
Actions/Services**

2.3 Renewal Supplemental Math Intervention Materials, including adding ALEKS to all sites 3rd-8th grades.

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

**Students to be Served**

English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools

**Actual  
Actions/Services**

2.3 Purchased Supplemental Math Intervention Materials, including adding ALEKS to all sites 3rd-8th grades.

**Budgeted  
Expenditures**

Professional/Consulting Services and Operating Expenditures. Unrestricted  
Concentration/Supplemental  
\$121,000

**Estimated Actual  
Expenditures**

Professional/Consulting Services and Operating Expenditures Unrestricted  
Concentration/Supplemental  
\$120,500

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.4 To help prepare our students for high school, college, and/or career readiness the following will be provided: AVID curriculum and strategies, speakers, and informational meetings.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>	<p>2.4 Prepared students for high school, college, and/or career readiness by providing AVID curriculum and strategies, speakers, and informational meetings.</p>	<p>Professional/Consulting Services and Operating Expenditures. Unrestricted  Concentration/Supplemental  \$5,000</p>	<p>Professional/Consulting Services and Operating Expenditures. Unrestricted  Concentration/Supplemental  \$10,468</p>

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.5 Maintenance of District Technology and Integration Teachers (2 positions) to coordinate curriculum needs with Tech Department, train teachers on programs and lesson integration tools / learning management system and progress monitoring.</p>	<p>2.5 Maintained District Integration Teacher (2 positions) to coordinate curriculum needs with Tech Department, train teachers on programs and lesson integration tools / learning management system and progress monitoring.</p>	<p>Certificated Teacher Salaries and Benefits Unrestricted  Concentration/Supplemental  \$229,144</p> <p>Materials and Supplies Unrestricted  Concentration/Supplemental  \$6,000</p>	<p>Certificated Teacher Salaries and Benefits Unrestricted  Concentration/Supplemental  \$241,441</p> <p>Materials and Supplies Unrestricted  Concentration/Supplemental  \$12,730</p>



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

**Students to be Served**

English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools

Travel/Conference Unrestricted  
Concentration/Supplemental  
\$1,000

Travel/Conference Unrestricted  
Concentration/Supplemental  
\$933

**Action 6**

**Planned  
Actions/Services**

2.6 Gifted and Talented Education (GATE) training, program materials, and supplies for grade 4th-8th.

**Actual  
Actions/Services**

2.6 Provided Gifted and Talented Education (GATE) materials for grades 4th - 8th. We restructured our GATE program and offered GATE Saturday Academy.

**Budgeted  
Expenditures**

Materials and Supplies  
Unrestricted  
Concentration/Supplemental  
\$20,000

Other Certificated Salaries and Benefits( subs) Unrestricted  
Concentration/Supplemental  
\$23,419

Travel/Conferences Unrestricted  
Concentration/Supplemental  
\$35,000

Professional/Consulting Services and Operating Expenditures  
Unrestricted  
Concentration/Supplemental  
\$10,000

**Estimated Actual  
Expenditures**

Materials and Supplies  
Unrestricted  
Concentration/Supplemental  
\$1,012

Other Certificated Salaries and Benefits( subs) Unrestricted  
Concentration/Supplemental  
\$10,846

Travel/Conferences Unrestricted  
Concentration/Supplemental  
\$3,207

Professional/Consulting Services and Operating Expenditures  
Unrestricted  
Concentration/Supplemental  
\$19,095

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

**Students to be Served**

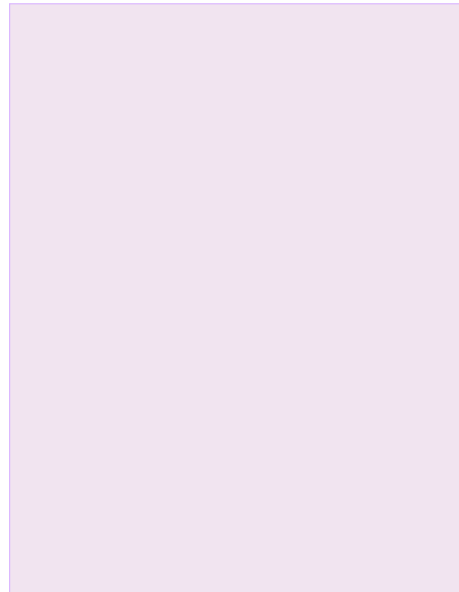
English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

Specific Grade Spans: 4th - 8th grade



**Action 7**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.7 Maintain and add classes for Science Technology Engineering and Math (STEM)	2.7 Maintained and added classes for Science Technology Engineering and Math (STEM).	Materials and Supplies Unrestricted Concentration/Supplemental \$91,000	Materials and Supplies Unrestricted Concentration/Supplemental \$68,810
		Travel/Conference Unrestricted Concentration/Supplemental \$8,000	Travel/Conference Unrestricted Concentration/Supplemental \$22,973
		Professional/Consulting Services Unrestricted Concentration/Supplemental \$3,000	Professional/Consulting Services Unrestricted Concentration/Supplemental \$504
		Other Certificated Salaries and Benefits(subs) Unrestricted Concentration/Supplemental \$1,000	Other Certificated Salaries and Benefits(subs) Unrestricted Concentration/Supplemental \$2,385

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

**Students to be Served**

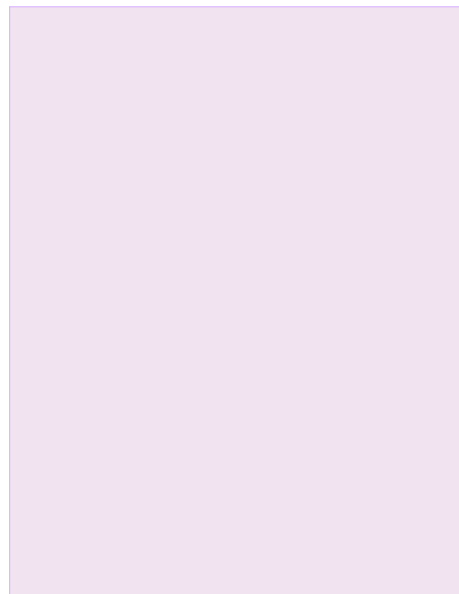
English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

Specific Grade Spans: 6th-8th grade



**Action 8**

**Planned  
Actions/Services**

2.8 Purchase EADMS to monitor achievement of all students in K-8th grades, including EL's Low Socio, Foster, Homeless, and Special Ed.

**Actual  
Actions/Services**

2.8 Purchased IO Education(the company changed it's name from EADMS to IO Education) to monitor achievement of all students in K-8th grades, including EL's Low Socio, Foster, Homeless, and Special Ed.

**Budgeted  
Expenditures**

Materials and Supplies  
Unrestricted  
Concentration/Supplemental  
\$41,000

**Estimated Actual  
Expenditures**

Materials and Supplies  
Unrestricted  
Concentration/Supplemental  
\$41,000

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

**Students to be Served**

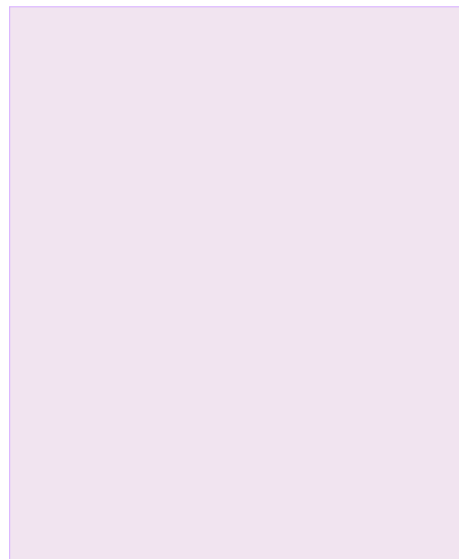
English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools



**Action 9**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.9 Maintenance of Academic Coaches at each campus. Academic Coaches will work collaboratively with site and district staff to improve instructional practices, and monitor academic achievement of at-risk, foster, homeless, and EL students. They will provide small group academic support/intervention.	2.9 Maintained Academic Coaches at each campus to monitor academic achievement of at-risk, foster, homeless, and EL students. They provided small group academic support/intervention.	Other Certificated Teacher Salaries and Benefits Unrestricted Concentration/Supplemental \$1,300,967	Other Certificated Teacher Salaries and Benefits Unrestricted Concentration/Supplemental \$1,348,849
		Materials and Supplies Unrestricted Concentration/Supplemental \$10,000	Materials and Supplies Unrestricted Concentration/Supplemental \$0
		Travel/Conference Unrestricted Concentration/Supplemental \$10,000	Travel/Conference Unrestricted Concentration/Supplemental \$0

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

**Students to be Served**

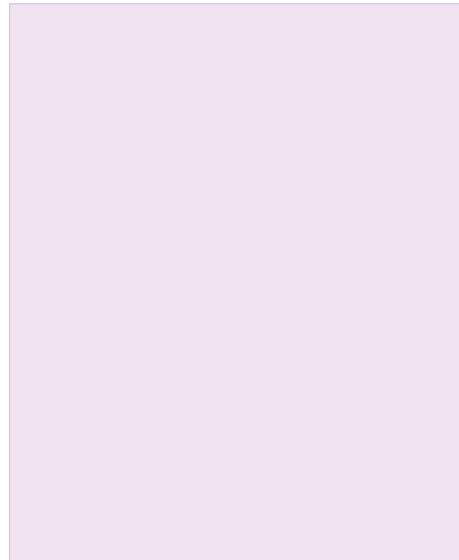
English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools



**Action 10**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.10 Field Trips for enrichment of educational experience, specifically meeting the Common Core State Standards(Including Camp KEEP for 6th grade).	2.10 Provided field trips for enrichment of educational experience, specifically meeting the Common Core State Standards(Including Camp KEEP for 6th grade).	Consulting/Operation Unrestricted Concentration/Supplemental \$550,000	Consulting/Operation Unrestricted Concentration/Supplemental \$410,571
		Other Certificated Salaries and Benefits(subs) Unrestricted Concentration/Supplemental \$5,035	Certificated Salaries and Benefits(subs) Unrestricted Concentration/Supplemental \$11,272
			Certificated Salaries and Benefits(stipends and extra duty) Unrestricted Concentration/Supplemental \$16,684
			Classified Salaries and Benefits(extra duty) Unrestricted Concentration/Supplemental \$33,083

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

**Students to be Served**

English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

Specific Grade Spans: 4th - 8th grade

Administrators car rental to visit Camp KEEP Unrestricted Concentration/Supplemental \$320

**Action 11**

**Planned  
Actions/Services**

2.11 Maintenance of elementary music teachers. Two roving music teachers working with students. Materials, supplies, and instruments.

**Actual  
Actions/Services**

2.11 Maintained elementary music teachers and program. Two roving music teachers working with students. Materials, supplies, and instruments.

**Budgeted  
Expenditures**

Teachers Salaries and Benefits Unrestricted Concentration/Supplemental \$152,048

Materials and Supplies Unrestricted Concentration/Supplemental \$74,000

Printing Charges Unrestricted Concentration/Supplemental \$200

**Estimated Actual  
Expenditures**

Teachers Salaries and Benefits Unrestricted Concentration/Supplemental \$159,511

Materials and Supplies Unrestricted Concentration/Supplemental \$112,809

Printing Charges Unrestricted Concentration/Supplemental \$0

Repairs Unrestricted Concentration/Supplemental \$1,760

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

**Students to be Served**

English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

Specific Grade Spans: 4th and 5th Grade

## 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 for this goal were implemented (actions 1 - 11) as planned with one exception:

Action 2.6 - This year, the district decided to restructure our GATE program. We offered four Saturday GATE classes for students. Due to restructuring this program, the district decided to do a district training and not send teachers out of town to the GATE conference.

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

Achieving academic proficiency levels for all students on local and state assessments is a district priority.

Overall student achievement on CAASPP has increased. The district's 2017 CAASPP results showed 42% of all students scored standard met or standard exceeded in ELA, and 32% of all students scored standard met or standard exceeded in mathematics. In 2016, the district CAASPP results showed 35% of all students scored standard met or standard exceeded in ELA, and 28% of all students scored standard met or standard exceeded in mathematics. These results show a 7% increase in ELA and a 4% increase in



mathematics of students that scored met or exceeded standard. The district's goal is to increase the percent of all students scoring standard met or standard exceeded in ELA and math by 8% each year.

The district uses STAR assessments to monitor student progress in reading and math. The STAR Reading assessment results in 2017-2018 showed 39% of students performed below the 25th percentile. In 2016-17, the district results showed 41.6% of students performed below the 25th percentile on the STAR Reading assessment. The 2017-18 results show a decrease of 2.6% of students performing below the 25th percentile. The STAR Math assessment results in 2017-2018 showed 24% of students performed below the 25th percentile. In 2016-17, 27.4% of students performed below the 25th percentile on the STAR Math assessment. The 2017-18 results show a decrease of 3.4% of students performing below the 25th percentile. The district's goal is to decrease the percent of students scoring below the 25th percentile on STAR Reading and STAR Mathematics assessments by 6% each year.

Although the district did see growth on these assessment results, we believe there is still room for advancement in overall student achievement. The district will continue to focus on improving student achievement on local and state assessments. In an attempt to increase student achievement in ELA, the district will provide a reading intervention program for 4th -8th grade students focused on monitoring the academic achievement of at risk, foster, homeless, and English learner students. Action 2.12. Additionally, the district will provide Lexia Core 5 Reading ,Power Up Literacy, and Reading Plus programs to differentiate reading instruction for students of all abilities, principally directed to support the needs of low income students, foster youth, and English learners. Action 2.15 and 2.16 To improve student achievement in mathematics, the district will continue to provide supplemental math intervention materials, including ALEKS for 3rd-8th grade students with an emphasis to support low income students, foster youth, and English learners. Action 2.3 Academic Coaches will work collaboratively with site and district staff to improve instructional practices and monitor academic achievement in ELA and mathematics of low income students, foster youth and English learners. Action 2.9 The district will provide additional transitional kindergarten classes to prepare students for kindergarten, with an emphasis on preparing low income students, foster youth, and English learners. The intent of these transitional kindergarten classes is to positively impact student academic performance in school by focusing on social development, and build reading and math foundation skills. Action 2.14 Therefore, the district still deems there is a need for this goal, and we will continue this goal for the next two years.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2.2 – This amount was underestimated due to a raise and an increase in benefits. Unused funds for after school supplies will be used toward summer day camp supplies and activities.

Action 2.4 – This amount was underestimated.

Action 2.5 – This amount was underestimated due to a raise and an increase in benefit costs. The amount budgeted to refresh technology was overestimated.

Action 2.6 – The amount needed to provide the GATE program was overestimated. Due a GATE program restructure, we decided to do a district training and not send teachers to the GATE conference out of town.

Action 2.7 – The amount for materials was overestimated, so some of these funds were used toward training teachers to teach additional STEM classes.

Action 2.9 – The amount for salaries/benefits was under underestimated due to a raise and an increase in benefit costs. The cost of conferences and supplies was overestimated.

Action 2.11 – The amount for salaries/ benefits was under underestimated due to a raise and an increase in benefit costs. The district decided to purchase additional instruments, so more students could participate in band. Therefore, the amount for materials/supplies was over budget.

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

Due to stakeholder feedback, the district will expand the elementary music program to all sites in 2018-19. Action 2.11

Since 39% of students scored below the 25th percentile on the STAR Reading assessment, the district will provide a reading intervention program (Read 180) for 4th - 8th grade students including low income students, foster youth, and English learners. Action 2.12 In addition, the district will provide Lexia Reading, Reading Plus, and Power Up to Literacy programs to differentiate reading instruction for students of all abilities, principally directed to support the needs of low income students, foster youth, and English learners. Action 2.15 and 2.16

According to the 2017 CAASPP scores, only 25% of all 7th grade students met or exceeded standard in math. So in 2018-19, the district will provide accelerated math classes to 7th grade students in an effort to increase CAASPP math scores and better prepare students for high school math courses. Action 2.13

Due to stakeholder input and need to better prepare low income students, English learners, and foster youth for kindergarten, the district will add additional transitional kindergarten classes. Action 2.14

The district will provide Saturday academy services for all students, principally directed to support the needs of, low income students, foster youth, and English learners. Action 2.17

Th district will offer summer programs to provide enrichment and remediation to all students, principally directed to support the needs of low income students, English learners, and foster youth. Action 2.18

All remaining actions will continue as planned in the 2018-19 LCAP.

# Annual Update

## LCAP Year Reviewed: 2017-18

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

### Goal 3

The district will maintain a safe and positive learning environment through communication and collaboration.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                             Priority 5: Pupil Engagement (Engagement)  
                             Priority 6: School Climate (Engagement)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

#### Expected

#### 17-18

Priority 3: Parental Involvement

Priority 3(a) All sites had a fully functioning SSC and ELAC.

Parent Participation in the District Needs Assessment Survey 33.2%.

Continue 100% of sites hold a Parent/Community informational meeting at the beginning of school year.

Priority 3 (b) Efforts to seek participation of parents for unduplicated pupils: District wide 100% of parents of unduplicated students attended academic performance conferences.

Priority 3 (c) Efforts to seek participation of parents for pupils with exceptional needs:

#### Actual

Priority 3: Parental Involvement

Priority 3(a) Efforts to seek parent input in making decisions for district and school sites:

All sites had a fully functioning SSC and ELAC

District Needs Assessment Survey -  
Parent participation was 28.2%

100% of sites held parent/community informational meetings.

Priority 3 (b) Efforts to seek participation of parents for unduplicated pupils: 80% of parents attend academic performance conferences.

Met with 100 % of parents with Special needs students.

## Expected

Meet with 100% of our parents of special needs students over the course of the year.

### Priority 5: Pupil Engagement

Priority 5(a) School Attendance Rate: 97.07%  
Priority 5(b) Chronic absenteeism Rate: 3.06%  
Priority 5(c) Middle School Dropout Rate: 0%  
Priority 5(d) High School Dropout Rate: N/A  
Priority 5(e) High School Graduation Rate: N/A

### Priority 6: School Climate

Priority 6(a) Suspension Rate: 4.2%

Priority 6(b) Expulsion Rate: Maintain 0.0 %

Priority 6(c) Other local measures on sense of safety and school connectedness:

Continue 7 of our 11 campus's continue to participate in Positive Behavior Interventions and Supports (PBIS).

78% of students look forward to coming to school each day based on #3 of the District Needs Assessment.

79.0% of students feel safe at school based on #12 of the District Needs Assessment.

The California Healthy Kids survey is only administered every two years. Data for 2017-2018:

68% of 5th graders feel connected at school  
62% of 7th graders feel connected at school  
85% of 5th grades feel very safe at school  
73% of 7th grade students feel very safe at school based on the California Healthy Kids Survey.

### Priority 8: Other Pupil Outcomes

Priority 8(a) Physical Fitness Tests: 5th and 7th Grade students participate in the Physical Fitness Tests.

Aerobic Capacity: 5th-75.9 %/7th- 58.3%,  
Body Composition: 5th-63.1%/7th- 59.6 %,  
Abdominal Strength: 5th- 68.2%/7th-75.3%,

## Actual

### Priority 5: Pupil Engagement

Priority 5(a): School Attendance Rate: 98%

Priority 5(b) Chronic absenteeism Rate: 9.4%.  
In 2016-17 the Chronic Absenteeism was reported incorrectly. The correct Chronic Absenteeism rate was 7.8%.

The chronic absenteeism rate was reported incorrectly for 2017-18, the correct percent was 7.8%. The current chronic absence rate is 9.4%

Priority 5(c) Middle School Dropout Rate: Maintain zero status.

Priority 5(d): High School Dropout Rate: N/A

Priority 5(e): High School Graduation Rate: N/A

### Priority 6: School Climate

Priority 6(a) Suspension Rate: 3.6%

Priority 6(b) Expulsion Rate: 0%

Priority 6(c) Other local measures on sense of safety and school connectedness:

7 of our 11 campuses continued (PBIS).

The other 5 campuses attended professional development to implement PBIS in 2018-19

The 2017-18 # 3 of District Needs Assessment results show 65.9 % of students look forward to coming to school each day.

# 12 of District Needs Assessment results show 67.1% of students feel safe at school.

The 2017-18 California Healthy Kids Data:  
50 % of 5th graders feel connected at school  
25% of 7th graders feel connected at school  
78% of 5th grades feel very safe  
61% of 7th graders feel very safe

### Priority 8: Other Pupil Outcome

### Expected

Trunk Extension Strength:5th- 88.9%/7th- 92.4%,  
Upper Body Strength:5th- 63.3% /7th- 61.3%,  
Flexibility:5th-76.8%/7th- 76.4%.

### Actual

Priority 8(a)Physical Fitness Tests:  
Aerobic Capacity:5th-64.2 %/7th- 55.8%,  
Body Composition:5th-54.7%/7th- 54.4 %,  
Abdominal Strength:5th- 65.7%/7th-71.0%,  
Trunk Extension Strength:5th- 84.6%/7th- 88.9%,  
Upper Body Strength:5th- 54.0% /7th- 55.3%,  
Flexibility:5th-69.2%/7th- 75.2%.

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.1 Maintain Bully Prevention training.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners Foster Youth Low Income</p> <p><b>Scope of Services</b> LEA-wide</p> <p><b>Locations</b> All Schools</p>	<p>3.1 Provided Bully Prevention training.</p>	<p>Travel and Conference.</p> <p>Unrestricted Concentration/Supplemental \$4,950</p>	<p>Travel and Conference. Unrestricted Concentration/Supplemental \$0</p> <p>Professional Consulting Unrestricted Concentration/Supplemental \$4,950</p>

### Action 2

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

3.2 Maintenance of existing program implementation of Positive Behavioral Interventions and Supports (PBIS). Materials and supplies include incentives for preferred behavior. Funds are distributed by percentage of unduplicated students at each site in increments of \$2,500, \$2,000, or \$1,500.

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

**Students to be Served**

English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

Specific Schools: Fairview, Granite Pointe, Horizon, Palla, Planz, Valle Verde, Greenfield Middle School

3.2 Continued maintenance of existing program implementation of Positive Behavioral Interventions and Supports (PBIS) at 7 sites. This year we began planning and training for additional 5 sites to implement PBIS in 2018-19.

Funds are distributed by percentage of unduplicated students at each site.

Other Classified Salaries and Benefits. Unrestricted Concentration/Supplemental \$58,273

Teacher Salaries and Benefits(subs) Unrestricted Concentration/Supplemental \$1,000

Other Certificated Salaries (Stipend) Unrestricted Concentration/Supplemental \$11,007

Materials and Supplies Unrestricted Concentration/Supplemental \$20,000

Travel/Conferences Unrestricted Concentration/Supplemental \$5,000

PBIS Association Membership Unrestricted Concentration/Supplemental \$300

Printing Charges Unrestricted Concentration/Supplemental \$1,600

Consultants(and SWIS License) Unrestricted Concentration/Supplemental \$4,500

Other Classified Salaries and Benefits. Unrestricted Concentration/Supplemental \$59,735

Teacher Salaries and Benefits(subs) Unrestricted Concentration/Supplemental \$5,330

Other Certificated Salaries (Stipend) Unrestricted Concentration/Supplemental \$11,007

Materials and Supplies Unrestricted Concentration/Supplemental \$32,722

Travel/Conferences Unrestricted Concentration/Supplemental \$16,504

PBIS Association Membership Unrestricted Concentration/Supplemental \$0

Printing Charges Unrestricted Concentration/Supplemental \$1,046

Consultants(and SWIS License) Unrestricted Concentration/Supplemental \$5,150

**Action 3**

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

3.3 Maintenance of parent education classes to increase home supports of student academics (PIQE), discipline (Parent Project), and English as a second language for EL parents.

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

**Students to be Served**

**Location(s)**

All Schools

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

**Students to be Served**

English Learners

**Scope of Services**

LEA-wide

**Locations**

All Schools

3.3 Maintained parent education classes to increase home supports of student academics Parent Institute for Quality Education(PIQE).

Professional/Consulting Services and Operating Expenditures. Unrestricted Concentration/Supplemental \$42,000

Materials and Supplies Unrestricted Concentration/Supplemental \$10,000

Professional/Consulting Services and Operating Expenditures Unrestricted Concentration/Supplemental \$42,000

Materials and Supplies Unrestricted Concentration/Supplemental \$1,670

Classified Salaries and Benefits Unrestricted Concentration/Supplemental \$2,900

## Action 4

Planned  
Actions/Services

3.4 Provide parent and student nutrition education (Including family wellness).

Actual  
Actions/Services

3.4 Provided parent and student nutrition education (Including family wellness).

Budgeted  
Expenditures

Classified Salaries and Benefits Unrestricted Concentration/Supplemental \$122,596

Estimated Actual  
Expenditures

Classified Salaries and Benefits Unrestricted Concentration/Supplemental \$107,575



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

**Students to be Served**

English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools

Materials and Supplies  
Unrestricted  
Concentration/Supplemental  
\$3,000

Travel/Conference Unrestricted  
Concentration/Supplemental  
\$300

Printing Charges Unrestricted  
Concentration/Supplemental  
\$1,500

Materials and Supplies  
Unrestricted  
Concentration/Supplemental  
\$2,204

Travel/Conference Unrestricted  
Concentration/Supplemental  
\$237

Printing Charges Unrestricted  
Concentration/Supplemental  
\$909

**Action 5**

**Planned  
Actions/Services**

3.5 District to provide home-to-school communication to discuss academic support, discipline, career readiness, and college. Includes Blackboard Connect, to promote information to parents in a timely manner.

**Actual  
Actions/Services**

3.5 Provided home-to-school communication to discuss academic support, discipline, career readiness, and college(includes Blackboard Connect).

**Budgeted  
Expenditures**

Materials and Supplies  
Unrestricted  
Concentration/Supplemental  
\$12,714

**Estimated Actual  
Expenditures**

Materials and Supplies  
Unrestricted  
Concentration/Supplemental  
\$11,854

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

**Students to be Served**

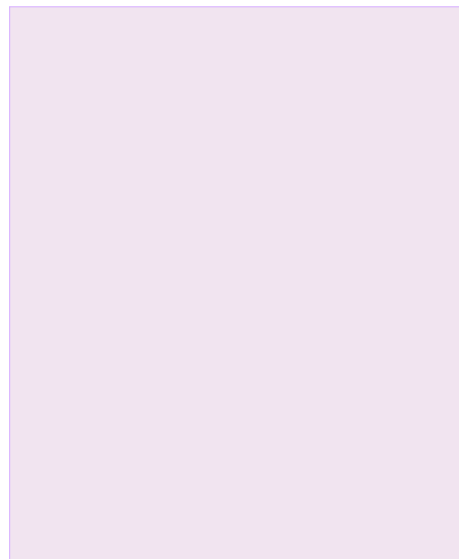
English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools



**Action 6**

**Planned  
Actions/Services**

3.6 Maintenance of additional 5.5 hrs. security guards for middle schools hired 2014-15. To help maintain student sense of safety.

**Actual  
Actions/Services**

3.6 Maintained additional 5.5 hrs. security guards for middle schools hired 2014-15. Due to safety needs in the spring of 2018 we hired an additional 3 security guards for the middle schools. We will maintain these security guards in 2018-19.

**Budgeted  
Expenditures**

Classified Salaries and Benefits  
Unrestricted  
Concentration/Supplemental  
\$60,050

**Estimated Actual  
Expenditures**

Classified Salaries and Benefits  
Unrestricted  
Concentration/Supplemental  
\$61,543

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

**Students to be Served**

English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

Specific Schools: All Middle Schools

**Action 7**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.7 Maintenance of site support staff, continue safety and discipline programs (PBIS Admin., etc.), provide academic supports/intervention classes, continue progress monitoring of students performing below grade level, coordinate and schedule academic interventions. (Assistant Principals, Program Asst.- library, bi-lingual assistant, safety intervention facilitator and includes School Resource Officer contracted by KC Sheriff's Dept.)	3.7 Maintained site support staff, continued safety and discipline programs, provided alternative supports/intervention classes, continued progress monitoring of students performing below grade level, coordinated and scheduled academic interventions. (Assistant Principals, Program Asst.- library, bi-lingual assistant,safety intervention facilitator and includes School Resource Officer contracted by KC Sheriff's Dept.)	Certificated Salaries Unrestricted Concentration/Supplemental \$309,000	Certificated Salaries Unrestricted Concentration/Supplemental \$298,861
		Classified Salaries Unrestricted Concentration/Supplemental \$1,065,850	Classified Salaries Unrestricted Concentration/Supplemental \$1,127,017
		Employee Benefits Unrestricted Concentration/Supplemental \$464,627	Employee Benefits Unrestricted Concentration/Supplemental \$484,330
		Materials and Supplies Unrestricted Concentration/Supplemental \$397,789	Materials and Supplies Unrestricted Concentration/Supplemental \$403,862
		Services and Operating Expenses Unrestricted	Services and Operating Expenses Unrestricted
Materials and supplies are site discretionary and included in SPSA. Funds are used to enhance school environment and	Materials and supplies purchased at site discretionary and included in SPSA.		

provide interventions for students working below grade level.

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

**Students to be Served**

English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools

Concentration/Supplemental  
\$549,192

Concentration/Supplemental  
\$351,071

## Action 8

**Planned  
Actions/Services**

3.8 Maintenance of Support Services staff (Health Aides (5), Transportation Aides (5), Program Assistants: SDC (5), Psychologist (4), Nurse (1), LVN - Health Aide (1).) from 2014-15. Nurse, Psychologist, and Program Specialist from 2016-2017. Hire an additional Speech Pathologist for 2017-18.

**Actual  
Actions/Services**

3.8 Maintained Support Services staff (Health Aides (5), Transportation Aides (5), Program Assistants: SDC (5), Psychologist (4), Nurse (1), LVN - Health Aide (1).) from 2014-15. Nurse, Psychologist, and Program Specialist hired in 2016-2017. Hired a Speech Pathologist in 2017-18.

**Budgeted  
Expenditures**

Certificated Salaries Unrestricted  
Concentration/Supplemental  
\$867,134

Classified Salaries Unrestricted  
Concentration/Supplemental  
\$253,318

Employee Benefits Unrestricted  
Concentration/Supplemental  
\$373,549

Materials and Supplies  
Unrestricted  
Concentration/Supplemental  
\$500

**Estimated Actual  
Expenditures**

Certificated Salaries Unrestricted  
Concentration/Supplemental  
\$902,231

Classified Salaries Unrestricted  
Concentration/Supplemental  
\$231,746

Employee Benefits Unrestricted  
Concentration/Supplemental  
\$373,844

Materials and Supplies  
Unrestricted  
Concentration/Supplemental \$0

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

**Students to be Served**

English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools

**Action 9**

**Planned  
Actions/Services**

3.9 Parent Involvement. Materials to promote parent involvement in student education.

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

**Students to be Served**

English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools

**Actual  
Actions/Services**

3.9 Promoted parent involvement in student education. Including flyers, supplies, refreshments, and student data sheets(including a K Festival for parents)

**Budgeted  
Expenditures**

Materials and Supplies  
Unrestricted  
Concentration/Supplemental  
\$10,000

Classified Salaries and Benefits  
Unrestricted  
Concentration/Supplemental  
\$3,000

Printing Charges Unrestricted  
Concentration/Supplemental  
\$4,000

**Estimated Actual  
Expenditures**

Materials and Supplies  
Unrestricted  
Concentration/Supplemental  
\$3,662

Classified Salaries and Benefits  
Unrestricted  
Concentration/Supplemental  
\$1250

Printing Charges Unrestricted  
Concentration/Supplemental  
\$720

**Action 10**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.10 District will support After School Sports to help promote school pride, a positive climate, and physical activity. <b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>  <b>Students to be Served</b> English Learners Foster Youth Low Income  <b>Scope of Services</b> Schoolwide  <b>Locations</b> Specific Schools: All Middle Schools	3.10 Supported After School Sports to help promote school pride, a positive climate, and physical activity.	Certificated Stipends Unrestricted Concentration/Supplemental \$12,850  Classified Stipends Unrestricted Concentration/Supplemental \$15,600  Employee Benefits Unrestricted Concentration/Supplemental \$4,901  Uniforms Unrestricted Concentration/Supplemental \$45,000  Transportation Unrestricted Concentration/Supplemental \$20,000  Registration fees/tournaments Unrestricted Concentration/Supplemental \$10,000	Certificated Stipends Unrestricted Concentration/Supplemental \$12,500  Classified Stipends Unrestricted Concentration/Supplemental \$8,500  Employee Benefits Unrestricted Concentration/Supplemental \$3,000  Uniforms Unrestricted Concentration/Supplemental \$38,147  Transportation Unrestricted Concentration/Supplemental \$6,500  Registration fees/tournaments Unrestricted Concentration/Supplemental \$6729

## Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.11 Maintenance of 3 MSW Social Workers to support all sites with high-risk students from low income, EL, and foster youth subgroups. Hire 1 additional MSW with 50% of time same description as above and other 50% of time responsible for supporting the needs of the homeless students and foster youths. Materials and supplies include behavior	3.11 Maintained 3 MSWs and hired 1 additional MSW. All MSWs supported sites with high-risk students from low income, EL, and foster youth subgroups. Provided materials and supplies to include behavior modification curriculum. All homeless and foster students will receive a school shirt (from their specific site) when they enroll.	Certificated Salaries Unrestricted Concentration/Supplemental \$302,053  Employee Benefits Unrestricted Concentration/Supplemental \$121,716  Materials and Supplies Unrestricted	Certificated Salaries Unrestricted Concentration/Supplemental \$307,744  Employee Benefits Unrestricted Concentration/Supplemental \$124,153  Materials and Supplies Unrestricted

modification curriculum. All homeless and foster students will receive a school shirt (from their specific site) when they enroll.

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

**Students to be Served**

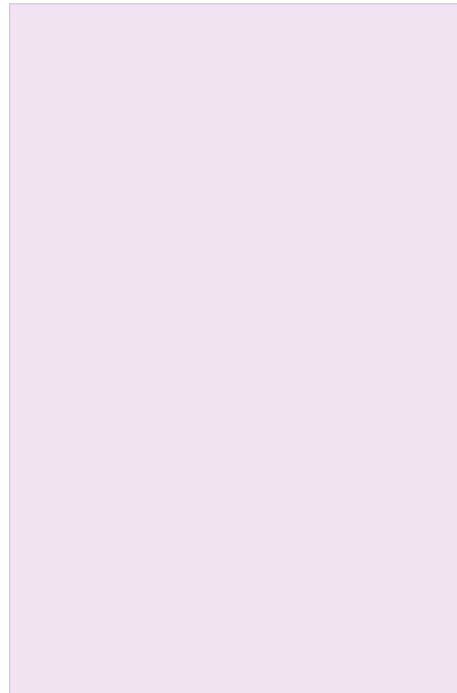
English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools



Concentration/Supplemental  
\$5,000

Travel/Conference Unrestricted  
Concentration/Supplemental  
\$2,500

Concentration/Supplemental  
\$5,063

Travel/Conference Unrestricted  
Concentration/Supplemental  
\$625

## Action 12

Planned  
Actions/Services

3.12 Maintenance of additional Noon Aide supervision added in 2015-16 to ensure student safety.

Actual  
Actions/Services

3.12 Maintained additional Noon Aide supervision added in 2015-16 to ensure student safety.

Budgeted  
Expenditures

Classified Salaries and Benefits  
Unrestricted  
Concentration/Supplemental  
\$45,405

Estimated Actual  
Expenditures

Classified Salaries and Benefits  
Unrestricted  
Concentration/Supplemental  
\$52,481

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

**Students to be Served**

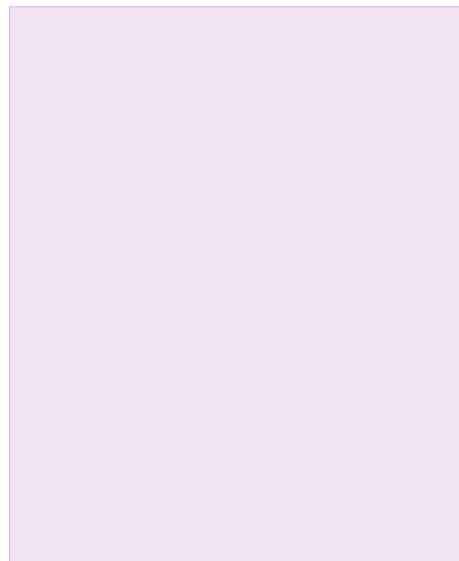
English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools



**Action 13**

**Planned  
Actions/Services**

3.13 Maintenance of additional full time custodians and 3.5 hour mid-shift custodians to help maintain a clean campus students are proud of.

**Actual  
Actions/Services**

3.13 Maintained additional full time custodians and 3.5 hour mid-shift custodians.

**Budgeted  
Expenditures**

Classified Salaries and Benefits  
Unrestricted  
Concentration/Supplemental  
\$427,494

**Estimated Actual  
Expenditures**

Classified Salaries and Benefits  
Unrestricted  
Concentration/Supplemental  
\$438,305



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

**Students to be Served**

English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

All Schools

**Action 14**

**Planned  
Actions/Services**

3.14 Installation of Security Cameras at 3 sites a year for student safety.

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

**Students to be Served**

English Learners  
Foster Youth  
Low Income

**Scope of Services**

LEA-wide

**Locations**

Specific Schools: Three schools per year

**Actual  
Actions/Services**

3.14 Installed security cameras at 2 sites for student safety.

**Budgeted  
Expenditures**

Materials and Supplies  
Unrestricted  
Concentration/Supplemental  
\$573,224

**Estimated Actual  
Expenditures**

Materials and Supplies  
Unrestricted  
Concentration/Supplemental  
\$211,160

Professional Consulting  
Unrestricted  
Concentration/Supplemental  
\$3,379

## Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.15 Addition of shade structures at sites to provide safety and promote positive climate.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>	<p>3.15 No shade structures were installed. The process of the waiting for the Department of State Architecture approval of shade structures has delayed completion of this goal. So in 2018-19 we have budgeted and plan to purchase shade structures for all sites.</p>	<p>Materials and Supplies Unrestricted Concentration/Supplemental \$2,000,000</p>	<p>Materials and Supplies Unrestricted Concentration/Supplemental \$0</p> <p>General Contractor/Site Development Unrestricted Concentration/Supplemental \$157,701</p>

## Analysis

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

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

Actions for this goal were implemented (actions 1 - 15) as planned with a few exceptions:

Action 3.11 - We hired one additional MSW. All four MSWs supported the needs of the homeless students and foster youths at their assigned sites.

Action 3.14 – Security cameras were purchased and installed at 2 sites. We plan to purchase security cameras for 4 sites in 2018-19.

Action 3.15 - The process of waiting for the Department of State Architecture approval of shade structures has delayed completion of this goal. So in 2017-18, we have budgeted and plan to purchase shade structures for all sites.

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

Maintaining a safety and a positive learning environment through communication and collaboration is a district priority.

One indicator of a positive learning environment is student attendance. The district's attendance rate for 2017-18 is 98%. The 2016-17, attendance rate was 96.1%. Therefore, the attendance rate has increased 1.9% in the last year. The district is proud of our attendance rate and wants to maintain this rate. According to the 2017 CA Dashboard results the district's chronic absenteeism rate was 9.4%, while in 2016 the district's chronic absenteeism rate was 7.8 %. This is a 1.6 % increase in chronic absenteeism rate. The district goal is to decrease chronic absenteeism by 1% each year. In an effort to maintain the district's current attendance rate and decrease chronic absenteeism, the district will increase communication with parents regarding student absences with the Attention 2 Attendance system. Action 3.5

The PBIS program has been effectively implemented. For 2017-18, the district wide suspension rate was 3.6%. This is a 0.6% decrease from 2016. The goal is to decrease the suspension rate by 1% each year and maintain at 2%.

According to the 2017-18 district needs assessment survey results, 65.9% of students look forward to coming to school each day. In 2016-17, 70% of students looked forward to coming to school each day. The current results show a 4.1% decrease in the number of students that look forward to coming to school each day. The district goal is to increase the percent of students that look forward to coming to school each day by 8% each year. In 2017-18, the district needs assessment survey showed 67.1% students feel safe at school, while in 2016-17 71% of students felt safe at school. This is a 2.9% decrease in the number of students that feel safe at school. The district goal is to increase the percent of students that feel safe at school by 8% each year.

The district has shown progress in increasing the attendance rate and decreasing the suspension rate. However, the district did not see the desired growth in chronic absenteeism and on the survey results for the percent of students looking forward to coming to school and feeling safe. In 2018-19, the district will increase the implementation of PBIS to all school sites to create a more positive learning environment for all students, targeting low income students, English learners, foster youth, homeless students and white students. Action 3.2. In order to continue to increase safety, the district has hired three additional security guards for the middle schools, and will continue to install security cameras at school sites to ensure safety for all students with an emphasis on low income students, English learners, and foster youth. Action 3.6 and 3.14 Additionally, to provide safe campuses and promote parent engagement, the district will hire an Administrator of School Safety and Student Supports. This administrator will oversee Multi-Tier Systems of Support (MTSS), the implementation of school safety plans, and coordinate parent engagement activities targeting low income students, foster youth, homeless, white students, and English learners. Action 3.16

With temperatures often exceeding 90 degrees or more for approximately five months of the instructional year, the need for safe and accessible outdoor areas to engage students in the many outdoor learning opportunities offered by the district are vital. The district will install shade structures, tables and benches providing shade for planned primary learning stations, outdoor learning "classroom", and physical education stations. The intent of this action item is to provide increased access for unduplicated students to engage in campuses that enrich learning and promote attendance and participation with its success measured by increased student attendance,

a reduction in chronic absenteeism, Needs Assessment surveys, and increased participation/engagement in the after school program and site intervention programs. Action 3.15

Therefore, the district deems there is a need for this goal, and we will continue this goal for the next two years.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 3.2 – Due to training additional sites to implement PBIS in 2018-19, the materials and conferencing amounts were underestimated.

Action 3.3 – The amount for materials and supplies were over budgeted. There was an additional cost for classified staff to provide child care for parents attending PIQE.

Action 3.6 – The amount budgeted was underestimated due to a salary raise and increase in employee benefits.

Action 3.7 – The amount budgeted for operating expenses was over budgeted.

Action 3.8 – The amount budgeted for certificated salaries was underestimated due to a salary raise.

Action 3.9 – The amount budgeted for materials/supplies was overestimated.

Action 3.10 – The amount for transportation and registration fees was overestimated.

Action 3.11 – The amount budgeted for conferences was overestimated.

Action 3.12 – The amount budgeted was underestimated due to a salary raise and increase in employee benefits.

Action 3.13 - The amount budgeted was underestimated due to a salary raise and increase in employee benefits.

Action 3.14 – The district was only able to purchase and install 2 sites with security cameras, so this amount was over budgeted.

Action 3.15 - Due to a delay in approval from the Department of State Architecture approval for the shade structures, we were unable to purchase and install shade structures at all sites. In 2018-19, this district plans to continue this action.

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

To continue reducing the district suspension rate, in 2018-19 we will implement PBIS at all 12 sites. Action 3.2

To provide safe and secure campuses, the district will install security cameras at 4 sites in 2018-19. Action 3.14

Due to a delay in approval from the Department of State Architecture approval for the shade structures, we were unable to purchase and install shade structures at all sites. In 2018-19, this district plans to continue this action and include benches and tables. Action 3.15

To provide safe campuses and promote parent engagement, the district will provide an Administrator of School Safety and Student Supports. This administrator will oversee Multi-Tier Systems of Support (MTSS), the implementation of school safety plans, and coordinate parent engagement activities targeting low income students, foster youth, and English learners. Action 3.16

All remaining actions will continue as planned in the 2018-19 LCAP.

# Stakeholder Engagement

LCAP Year: **2018-19**

## Involvement Process for LCAP and Annual Update

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

Greenfield Union School District created a District Leadership Team (Superintendent, Assistant Superintendent of Curriculum, Assistant Superintendent of Personnel, Assistant Superintendent of Business, Director of Fiscal Services, Director of Categorical, Director of Technology, and Administrator on Special Assignment) to oversee the progress of the LCAP/LCFF process, and prioritize all stakeholder recommendations.

9/07/17: Review of LCAP 2017-20, Timeline review, Document Collection, Action Status Update

10/03/17: Discussion of Field Trips, STEM, Security Cameras

11/02/17: Roles/Responsibilities, Review LCAP Process, Budget

1/31/18: Reviewed Goals and Actions/Services and reviewed expenditures in each department, and stakeholder input

2/21/18: Budget updates, Reviewed recommendation list 2018-2019, created recommendations for 2018-2019 LCAP.

3/23/18: Reviewed Needs Assessment Data, Annual Review: Actions to rollover, to remove, or completed. Recommendations from stakeholders for plan.

4/30/18: Annual Review: Actions to rollover, to remove, or completed. Recommendations from stakeholders for 2018-2019 plan.

5/25/18: Reviewed LCAP 2018-2019 and Annual Review. Reviewed LCFF 2018-19 Budget

The Administrative Leadership Team consists of all administrators and program leaders in the district.

This team met on the following dates:

9/12/17: LCAP Timeline, LCAP/Needs Assessment Parent Survey

10/10/17: CAASPP results

11/14/17: CA Dashboard Update

1/08/18: LCAP input/recommendations for 2018-19 plan

4/10/18: District Needs Assessment data report

District Board Meetings:

9/27/17: Review LCAP Timeline Unaudited Actuals

10/11/17: CA Dashboard Local Indicators

12/11/17: Technology updates/discussion, Report of District CA Dashboard data

12/13/17: Approval of 1st Interim Budget

2/26/18: LCAP Timeline Revisions, LCAP update, LCAP input from Board  
3/12/18: Approval of 2nd Interim Budget  
4/11/18: Report of 2017-18 District Needs Assessment Results  
6/11/18: Public Hearing June Board Meeting on LCAP and budget  
6/13/18: Submit LCAP and Budget adoption to Board

Site Parent/Community Meetings. Informational presentation was presented in order to explain and promote LCAP involvement. Parent letters were mailed home to all stakeholders prior to meetings held at 12 sites between August and September, 2017. Presentations were made in both English and Spanish.

9/06/17: Greenfield at 5:00 P.M.  
9/05/17: Planz at 5:30 P.M.  
9/07/17: McKee at 6:00 P.M.  
9/07/17: Community at 6:00 P.M.  
9/07/17: (TK-1st grade): Granite Pointe at 6:00 P.M.  
9/05/17: (2nd grade): Granite Pointe at 5:30 P.M.  
9/06/17: (3rd-5th grade): Granite Pointe at 5:30 P.M.  
9/05/17: (TK-2nd grade): Palla at 6:00 P.M.  
9/06/17: (3rd-5th grade): Palla at 6:00 P.M.  
9/07/17: Valle Verde at 5:00 P.M.  
9/06/17: Fairview at 5:30 P.M.  
8/31/17: (TK-2nd grade) Horizon at 5:30 P.M.  
9/07/17: (3rd -5th grade) Horizon at 5:30 P.M.  
9/07/17: Plantation at 5:30 P.M.  
9/06/17: Ollivier at 6:00 P.M.  
9/05/17: (TK-K) Kendrick at 5:45 P.M.  
9/07/17: (1st-5th grade) Kendrick at 5:45 P.M.

#### LCFF / LCAP Workshops:

10/05/17: LCAP Training at KCSOS  
10/11/17: Local Indicators Training KCSOS  
11/29/17: Stakeholder Input Training at KCSOS  
12/4/17: Accountability Supports Training at KCSOS  
2/14/18: LCAP Development Training at KCSOS  
5/15/18: LCAP Training at KCSOS

#### KCSOS Collaboration:

12/20/17: LCAP Annual Meeting with KCSOS  
3/21/18: LCAP Meeting with KCSOS  
4/24/18: LCAP Meeting with KCSOS  
5/17/18: LCAP Workshop at KCSOS  
5/23/18: LCAP Meeting with KCSOS

#### Needs Assessment Surveys

Parent Survey window 10/02/17 - 12/22/17

Student /Staff Survey window 1/8/18 - 2/15/18

Meetings w/ bargaining groups to provide input and share priorities.

GTA: 3/08/18: LCAP input

CSEA: 12/5/17 LCAP input

District meetings held on the following dates:

DELAC meetings:10/25/17, 3/22/18

DAC meetings:10/23/17,3/21/18

LCAP Forum: 3/15/18

The District Superintendent met with Student Body Representatives at each school site to elicit feedback. Student Body Representatives included: English learners, low-income students, students with disabilities, gifted students, and foster youth. These meetings took place at each school:

9/28/17: Fairview

9/29/17:Granite Pointe

10/03/17:Horizon

10/13/17:Kendrick

10/17/17: Palla

10/26/17: Plantation

11/01/17: Planz

11/01/17: Valle Verde

11/03/17:Greenfield Middle School

12/20/17: Ollivier Middle School

1/11/18: McKee Middle School



Approval Process:

6/11/18: Public Hearing for LCAP and Budget

6/13/18: LCAP and Budget Adoption

6/30/18: LCAP and Budget submitted to KCSOS

Legend:

APS: Academic Program Survey

ASP: After School Program

CCSS: Common Core State Standards

CESIP: Clear Education Specialist Induction Program

CSEA: School Employees Association, chapter 496

DAC: District Advisory Committee

DAS: District Assistance Survey

DELAC: District English Language Advisory Committee

ELAC: English Language Advisory Committee

ELD: English Language Development

ELSA: English Language Skills Assessment

GATE: Gifted and Talented Education

GMS: Greenfield Middle School

GTA: Greenfield Teachers Association

ISS: Inventory of Services and Supports

KCSOS: Kern County Superintendent of Schools

LCAP: Local Control and Accountability Plan

LCFF: Local Control Funding Formula

LEA: Local Education Agency

MMS: McKee Middle School

MSW: Masters of Social Work

OMS: Ollivier Middle School

PBIS: Positive Behavior Interventions and Supports

PD: Professional Development

PIQE: Parent Institute for Quality Education

RFEP: Reclassified Fluent English Proficient

SBAC: Smarter Balanced Assessment Consortium

SPSA: Single Plan for Student Achievement

SSC: School Site Council

TIP: Teacher Induction Program

## Impact on LCAP and Annual Update

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

The following recommendations were made by stakeholders listed above for the 2018-19 LCAP:

Parents:

Career Day

College Day

Field trips to colleges

More field trips

More electives

More homework help/interventions

More life skill classes

More parent communication and involvement

More classes in After School Program

Safer campuses

Cleaner campuses

More library books

More MSWs - A full time MSW at each elementary site

Parents are seeing student improvement with the current LCAP goals.

Parents are seeing the current LCAP actions being implemented at the schools.

Add Lexia program funding to the LCAP

PIQE classes

Security Cameras

More music for elementary schools

More technology

Shade areas for students

Staff:

Career Information

College Information

More electives

Safer campuses

Cleaner campuses  
More library books  
More parent involvement  
P.E. Teachers  
Music for all students  
One to one technology for all students K-8  
Science Lab to support NGSS standards  
Science book adoption  
More MSWs  
Art Teachers  
P.E./Playground equipment  
Equitable After School Program  
More Field Trips  
Gym  
Additional TK classes

Students:  
Interventions/Academic Help  
Help with homework  
Help in math  
More field trips  
More electives  
Safer campuses  
Cleaner campuses  
More library books  
Gym  
P.E. Teachers  
More P.E. equipment  
More music classes and teachers  
Career Day  
College Day  
More water fountains  
Cleaner bathrooms  
More shade areas

Board Meeting:  
GATE - classroom structure, field trips and professional development for teachers  
Class size reduction

- Continue to support after school program
- More academic coaches
- Continue our current programs and build them
- Continue music program
- Dual Immersion program
- Additional TK classes

The Administrative Leadership Team (consists of all administrators and program leaders in the district):

- OMS needs a better field
- PE Teachers for Elementary (PTF)
- Shade structure for lunch lines
- Music teachers for all grades
- Afterschool for Valle Verde (increasing the number of children served - School Site Council inquired about it) (Barb and Jenny explained briefly how the funding is working and new programs that we have to apply for through the County)
- Art Teachers
- Science Labs
- Extending Science Program
- MSWs for Middle Schools
- MSWs for Elementary
- More support for preschool to get into TK
- Broaden range of TK so we can serve more kids
- ALEKS and Lexia
- K-2 supplemental math intervention program
- ELD program for 7 -8 grade
- Lexia reading class for 5-8
- Parent center at each site for parent involvement
- Restorative justice training
- Field trips for grades K-3rd

CSEA:

- PBIS training for bus drivers
- Additional dispatch
- Training for dispatch
- Training/communication regarding special ed. students riding the bus
- More restrooms
- Improve lounge area

More bus drivers/mechanics  
Add another 3.5 custodian due to second chance breakfast  
Machine for gopher holes  
More grounds employees

GTA:

Add printers/ink to technology refresh plan  
Larger budget for AVID  
Elementary P.E. Program  
Elementary P.E. equipment- class sets to check out  
Science kits for teachers  
Mystery Science district license  
Middle School Gym  
Middle School track  
More buses  
Safe facilities - fix potholes, walkways, bathrooms  
More counselors at middle schools  
More MSWs at elementary schools

LCAP Forum

More support for color guard and cheer programs  
CPI training for classified staff  
More technology for after school program  
STEM for 5th grade classes  
Central air for Fairview cafeteria  
PBIS at all sites  
More instructional assistants to support classroom teachers  
Expand music program  
More interventions  
More parent involvement/engagement  
After school tutoring  
Art classes for elementary students  
School Safety  
More after school sports  
More shade for students  
Focus on school attendance  
Parent classes in Spanish  
Parent technology classes

The District Leadership Team (DLT) meets to analyze performance and check on the different actions as well as review our most recent data on these areas. DLT monitors progress to ensure that we were on target with meeting our goals, actions, and expenditures specifically designed to increase the services for our at-risk groups. This data included attendance rates, chronic absentee rates, suspension rates, expulsion rates, drop-out rates, English learner reclassification rates, and analysis of CAASPP recommendations are for the purpose of closing the achievement gap and increasing outcomes for all students targeting low income, English learners and foster youth.

The collective impact of these stakeholder meetings resulted in common recommendations that emerged, and were considered in the revision of the LCAP for 2018-2019.

The recommendations to be implemented as expressed by the stakeholders of the district are:

Maintenance of teachers hired for class size reduction

Technology

Writing Program

ELD support and professional development

Addition of PBIS

Site Allocated Funds

Supplemental Math Intervention

Academic Coaches/Interventions

Speakers for HS, college, and career readiness

Addition of STEM classes at middle schools

Academic Coach at each site

Provide home-to-school communication

Reading Intervention Programs

Increase support to schools with additional nurse, psychologist, and Program Specialist.

Parent Education/Involvement

After School Program Sports

Maintenance of custodians hired

Shade Structures

Increase support to schools with additional nurse, psychologist, and Program Specialist.

Master of Social Work providers to help as school sites.

Field Trips for grade levels, including 6th Grade to Camp Keep

Elementary Music Teachers



# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

## Goal 1

The district will provide full implementation of Common Core State Standards and access to technology to promote 21st Century Learning Skills.

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

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                              Priority 2: State Standards (Conditions of Learning)

Local Priorities:

### Identified Need:

The district will continue to promote technology and the implementation of Common Core State Standards (CCSS) to promote 21st Century Learning Skills. According to question #7 on the District Needs Assessment 79.5 % staff, 86.6% parents, but only 56.2% of students agreed that the district has communicated its plan for implementing the Common Core State Standards. The district's goal is 90% of staff, parents and students agree that the CCSS are being implemented within the District for all students. On the California Dashboard Reflective Tool Survey the district scored a 2 (Beginning Development) on providing professional learning for the staff on the Next Generation Science Standards and History/Social Studies Framework. The districts goal is to be at full Implementation and sustainability in all subject areas. Therefore, the district still deems there is a need for this goal, and we will continue this goal.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1 Basic Services :	Priority 1: Basic Services:	Priority 1: Basic Services	Priority 1: Basic Services	Priority 1: Basic Services
Priority 1 (a) Teachers are fully and	Priority 1(a) 91% of teachers are fully	Priority 1(a) Estimated:100% of	Priority 1(a) Estimated:100% of	Priority 1(a) Estimated: Maintain 100% of



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
appropriately credentialed for assignment. Goal is 100%	credentialed and appropriately assigned.	teachers are fully credentialed and appropriately assigned Actual:87%	teachers are fully credentialed and appropriately assigned	teachers are fully credentialed and appropriately assigned
Priority 1 (b) Pupils access to standard aligned materials. 100% - will maintain	Priority 1(b) The District is 100% compliant with Williams Act. All students have access to core textbooks.	Priority 1(b) Estimated: Maintain pupils access to standards-aligned materials at 100% Actual:100%	Priority 1(b) Estimated: Maintain pupils access to standards-aligned materials at 100%.	Priority 1(b) Estimated: Maintain pupils access to standards-aligned materials at 100%.
Priority 1 (c) School facilities maintained in good repair "Exemplary" - will maintain	Priority 1(c) All facilities are maintained in good repair with "Exemplary" status as indicated on the FIT report.	Priority 1(c) Estimated: Maintain all facilities have an overall rating of "Exemplary" as indicated on the FIT report	Priority 1(c) Estimated: Maintain all facilities have an overall rating of "Exemplary" as indicated on the FIT report	Priority 1(c) Estimated: Maintain all facilities have an overall rating of "Exemplary" as indicated on the FIT report
Priority 2 Implementation of State Standards:	Priority 2 Implementation of State Standards:	Actual: All facilities had an overall rating of "Exemplary" as indicated on the FIT report	Priority 2: Implementation of State Standards	Priority 2: Implementation of State Standards
Priority 2 (a) Implementation of CCSS	Priority 2 (a) Implementation of CCSS	Priority 2: Implementation of State Standards	Priority 2 (a) Implementation of CCSS	Priority 2 (a) Implementation of CCSS
California Dashboard Reflection Tool # 1 Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below: ELA ELD Math	California Dashboard Reflection Tool # 1 Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below: ELA - 4 (Full Implementation) ELD - 3 (Initial Implementation)	Priority 2 (a) Implementation of CCSS  California Dashboard Reflection Tool # 1 Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards	California Dashboard Reflection Tool # 1 Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below: Estimated:	California Dashboard Reflection Tool # 1 Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below: Estimated:

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Next Generation Science Standards History/Social Science Goal is to score a 5 (Full Implementation and Sustainability) in all areas</p> <p>CCSS programs will be monitored by principals using district walk through tool.</p> <p>Based on # 8 of the District Needs Assessment Survey - Common Core State Standards are being implemented within the district for all students, including English language learners, students with disabilities, and those who are gifted. The goal is to have 90% of staff, parents and students agree that the CCSS are being implemented within the District for all students.</p> <p>Priority 2(b) Programs/Services to enable English Learners</p>	<p>Math - 4 (Full Implementation) Next Generation Science Standards - 2 (Beginning Development) History/Social Science - 2 (Beginning Development)</p> <p>CCSS programs will be monitored by principals using district walk through tool.</p> <p>Based on # 8 of the District Needs Assessment Survey - Common Core State Standards are being implemented within the district for all students, including English language learners, students with disabilities, and those who are gifted. In 2016 - 2017- "Agreed" Results: Staff - 85.3%, Parents - 82.5%, Students - 54.9%</p>	<p>and/or curriculum frameworks identified below: Estimated: ELA - 5 (Full Implementation and Sustainability) ELD - 4 (Full Implementation) Math - 5 (Full Implementation and Sustainability) Next Generation Science Standards - 3 (Initial Implementation) History/Social Science - 3 (Initial Implementation) Actual: ELA - 4 (Full Implementation) ELD - 4 (Full Implementation) Math - 4 (Full Implementation) Next Generation Science Standards - 2 (Initial Implementation) History/Social Science - 2 (Initial Implementation)</p> <p>Estimated: CCSS programs will be monitored by principals using district walk through tool.</p>	<p>ELA - 5 (Full Implementation and Sustainability) ELD - 5 (Full Implementation and Sustainability) Math - 5 (Full Implementation and Sustainability) Next Generation Science Standards - 5 History/Social Science - 5</p> <p>Estimated: CCSS monitored by Principals during required walk through observations using district walk through tool.</p> <p>Based on #8 of the District Needs Assessment - Common core State Standards are being implemented within the district for all students, including English language learners, students with disabilities and those who are gifted. Agreed" Results: Estimated: Staff - 90%</p>	<p>ELA - 5 (Full Implementation and Sustainability) ELD - 5 (Full Implementation and Sustainability) Math - 5 (Full Implementation and Sustainability) Next Generation Science Standards - 5 (Full Implementation and Sustainability) History/Social Science - 5 (Full Implementation and Sustainability)</p> <p>CCSS monitored by Principals during required walk through observations using district walk through tool.</p> <p>Based on #8 of the District Needs Assessment - Common core State Standards are being implemented within the district for all students, including English language learners, students with disabilities and those who are gifted.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>access to CCSS and ELD standards</p> <p>California Dashboard Reflection Tool # 2 Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught. ELD: Goal is to score a 5(Full Implementation and Sustainability)</p> <p>#10 of the District Needs Assessment - The English learner program is helping English learners to learn English as quickly as possible. The percentile of staff, parents, and students that "don't know" will decrease by 6%.</p> <p>ELD programs monitored by Principals and EL Curriculum Specialist during required walkthroughs.</p>	<p>Priority 2(b) Programs/Services to enable English Learners access to CCSS and ELD standards</p> <p>California Dashboard Reflection Tool # 2 Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught. ELD - 3(Initial Implementation)</p> <p>Based on #10 of the District Needs Assessment - The English learner program is helping English learners to learn English as quickly as possible. In 2016 -2017 "Don't Know" Results: Staff - 18.8%, Parent - 19.8%, Student - 22.9%</p>	<p>Actual: CCSS programs will be monitored by principals using district walk through tool</p> <p>Based on #8 of the District Needs Assessment - Common core State Standards are being implemented within the district for all students, including English language learners, students with disabilities and those who are gifted. "Agreed" Results: Estimated: Staff- 90% Parents- 90% Students- 90% Actual: Staff- 79.5% Parents- 82.5% Students- 54.4%</p> <p>Priority 2(b) Programs/Services to enable English Learners access to CCSS and ELD standards:</p>	<p>Parents - 90% Students - 90%</p> <p>Priority 2(b) Programs/Services to enable English Learners access to CCSS and ELD standards:</p> <p>California Dashboard Reflection Tool # 2 Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught. Estimated: ELD - 5(Full Implementation and Sustainability)</p> <p>Based on #10 of the District Needs Assessment - The English learner program is helping English</p>	<p>"Agreed" Results: Estimated: Staff - 90% Parents- 90% Students - 90%</p> <p>Priority 2(b) Programs/Services to enable English Learners access to CCSS and ELD standards:</p> <p>California Dashboard Reflection Tool # 2 Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught. Estimated: ELD - 5(Full Implementation and Sustainability)</p> <p>Based on #10 of the District Needs Assessment - The English learner program</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	ELD programs monitored by Principals and EL Curriculum Specialist during required walkthroughs.	<p>California Dashboard Reflection Tool # 2 Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught. Estimated: ELD - 4 (Full Implementation) Actual: ELD - 4 (Full Implementation)</p> <p>Based on #10 of the District Needs Assessment - The English learner program is helping English learners to learn English as quickly as possible Estimated "Don't Know" Results: Staff- 12.8% Parents- 13.8% Students- 16.5% Actual "Don't Know" Results: Staff- 17.1% Parents- 19.1%</p>	<p>learners to learn English as quickly as possible. Estimated "Don't Know" Results: Staff - 11.1% Parent - 13.1% Student - 18.6%</p> <p>Estimated: Continue ELD programs monitored by Principals during required walkthroughs</p>	<p>is helping English learners to learn English as quickly as possible. Estimated "Don't Know" Results: Staff - 5.1% Parent - 7.1% Student - 12.6%</p> <p>Estimated: Continue ELD programs monitored by Principals during required walkthroughs</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>Students- 24.6%</p> <p>Estimated: ELD programs monitored by Principals and EL Curriculum Specialist during required walkthroughs.</p> <p>Actual: Continue ELD programs monitored by Principals during required walkthroughs</p>		

## Planned Actions / Services

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

### Action 1

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Location(s):

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

[Add Location(s) selection here]

OR

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

#### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

#### Scope of Services:

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

LEA-wide

#### Location(s):

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

All Schools

## Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

### 2017-18 Actions/Services

1.1 Purchase, replace, and upgrade technology devices for staff and students. Update 21st Century Classroom standard setup. Technology Refresh plan including 1:1 devices for 3rd, 7th/8th history, and 7th/8th science. Technology Specialist at each site.

### 2018-19 Actions/Services

1.1 Purchase, replace, and upgrade technology devices for staff and students. Update 21st Century Classroom standard setup. Technology Refresh plan including 1:1 devices. Technology Specialist at each site. This action emphasizes support to low income students, foster youth, and English learners that may not have access to internet or technology at home.

### 2019-20 Actions/Services

1.1 Purchase, replace, and upgrade technology devices for staff and students. Update 21st Century Classroom standard setup. Technology Refresh plan including 1:1 devices. Technology Specialist at each site. This action emphasizes support to low income students, foster youth, and English learners that may not have access to internet or technology at home.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,009,141	\$2,009,141	\$2,009,141
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Materials and Supplies. Non Capital Equipment.	Unrestricted Materials and Supplies. Non Capital Equipment.	Unrestricted Materials and Supplies. Non Capital Equipment.
Amount	\$753,959	\$478,760	\$493,509
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Other Classified Salaries and Benefits	Unrestricted Other Classified Salaries	Unrestricted Other Classified Salaries

Amount	NA	\$330,562	\$358,129
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget	Unrestricted	Unrestricted	Unrestricted
Reference	NA	Other Classified Benefits	Other Classified Benefits

## Action 2

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

### Scope of Services:

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

LEA-wide

### Location(s):

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

All Schools

## Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

### 2017-18 Actions/Services

1.2 Maintain Teacher Induction Program (TIP) training for year 1 and year 2 teachers.

### 2018-19 Actions/Services

1.2 Maintain Teacher Induction Program (TIP) training for year 1 and year 2 teachers with an emphasis on instructional strategies for low income students, foster youth, and English learners.

### 2019-20 Actions/Services

1.2 Maintain Teacher Induction Program (TIP) training for year 1 and year 2 teachers with an emphasis on instructional strategies for low income students, foster youth, and English learners.

## Budgeted Expenditures



Year	2017-18	2018-19	2019-20
Amount	\$226,893	\$179,177	\$179,177
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Certificated Teacher Salaries and Benefits	Unrestricted Certificated Salaries	Unrestricted Certificated Salaries
Amount	\$10,000	\$42,528	\$46,243
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Materials and Supplies	Unrestricted Certificated Benefits	Unrestricted Certificated Benefits
Amount	\$3,000	\$2,500	\$2,500
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Travel/Conference	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies
Amount	NA	\$10,000	\$10,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Travel/Conference	Unrestricted Travel/Conference
Amount	NA	\$14,000	\$14,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Other Certificated Salaries and Benefits(subs)	Unrestricted Other Certificated Salaries and Benefits(subs)
Amount	NA	\$4,000	\$4,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Professional Development/Consulting	Unrestricted Professional Development/Consulting

### Action 3



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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Modified Action

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

Modified Action

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

Unchanged Action

**2017-18 Actions/Services**

1.3 Hire 2 full time teachers and 1 half time teacher (7th-8th grade). Maintenance of 13 teachers hired in 2016-17, 15 teachers hired in 2015-16, 30 teachers hired in 2014-15, and 28 teachers hired in 2013-14.

**2018-19 Actions/Services**

1.3 2018-19 hire 8 teachers. Maintenance of 2 1/2 teachers hired in 2017-18, 13 teachers hired in 2016-17, 15 teachers hired in 2015-16, 30 teachers hired in 2014-15, and 28 teachers hired in 2013-14 to reduce class size. This service supports instructional strategies that allow for more individual attention for low income students, foster youth, and English learners.

**2019-20 Actions/Services**

1.3 Maintenance of 8 teachers hired in 2018-19, 2 1/2 teachers hired in 2017-18, 13 teachers hired in 2016-17, 15 teachers hired in 2015-16, 30 teachers hired in 2014-15, and 28 teachers hired in 2013-14 to reduce class size. This service supports instructional strategies that allow for more individual attention for low income students, foster youth, and English learners.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$7,700,461	\$5,852,800	\$5,979,910
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Certificated Teacher Salaries and Benefits	Unrestricted Certificated Teacher Salaries	Unrestricted Certificated Teacher Salaries
Amount	\$252,715	\$2,645,488	\$2,794,714
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Certificated Teacher Salaries and Benefits 2 1/2 teachers hired in 2017-18	Unrestricted Certificated Teacher Benefits	Unrestricted Certificated Teacher Benefits
Amount	NA	\$501,435	\$503,143
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Certificated Teacher Salaries for 8 Teachers hired in 2018-19	Unrestricted Certificated Teacher Salaries for 8 Teachers hired in 2018-19
Amount	NA	\$231,703	\$242,483
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Certificated Teacher Benefits for 8 Teachers hired in 2018-19	Unrestricted Certificated Teacher Benefits for 8 Teachers hired in 2018-19

#### Action 4

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

##### Students to be Served:

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

[Add Students to be Served selection here]

##### Location(s):

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Unchanged Action

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

Modified Action

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

Unchanged Action

**2017-18 Actions/Services**

1.4 Maintenance of Categorical Secretary to assist with monitoring support of Categorical Program requirements focusing on Low Socio, ELs, Homeless, and Foster Youth.

**2018-19 Actions/Services**

1.4 Maintenance of a secretary to assist with monitoring support of program requirements focusing on low income students, English learners, homeless and foster youth.

**2019-20 Actions/Services**

1.4 Maintenance of a secretary to assist with monitoring support of program requirements focusing on low income students, English learners, homeless and foster youth.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$73,360	\$48,671	\$50,466
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Clerical, Technical, and Office Staff Salaries and Benefits.	Unrestricted Clerical, Technical, and Office Staff Salaries	Unrestricted Clerical, Technical, and Office Staff Salaries

Amount	NA	\$29,927	\$32,631
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget	Unrestricted	Unrestricted	Unrestricted
Reference	NA	Clerical, Technical, and Office Staff Benefits	Clerical, Technical, and Office Staff Benefits

## Action 5

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

### Scope of Services:

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

LEA-wide

### Location(s):

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

All Schools

## Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

### 2017-18 Actions/Services

1.5 Maintenance of supplemental writing materials and provide professional development to teachers TK-8 grade on Write from the Beginning and Beyond and CCSS writing strategies.

### 2018-19 Actions/Services

1.5 Maintenance of supplemental writing materials and provide professional development to teachers TK-8 grade on Write From the Beginning and Beyond and CCSS writing strategies targeting low income students, foster youth, and English learners.

### 2019-20 Actions/Services

1.5 Maintenance of supplemental writing materials and provide professional development to teachers TK-8 grade on Write From the Beginning and Beyond and CCSS writing strategies targeting low income students, foster youth, and English learners.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$30,000	\$25,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Professional/Consulting Services and Operating expenditures.	Unrestricted Professional/Consulting Services and Operating expenditures.	Unrestricted Professional/Consulting Services and Operating expenditures.
Amount	\$17,000	\$17,000	\$17,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies

## Action 6

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners

### 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)

Specific Grade Spans: TK - 6th grade

## Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

1.6 Maintenance of Systematic ELD materials and provide professional development to teachers.

1.6 Maintenance of Systematic ELD materials and provide professional development to teachers with an emphasis to support English learners.

1.6 Maintenance of Systematic ELD materials and provide professional development to teachers with an emphasis to support English learners.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,000	\$9,000	\$10,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Travel/Conferences	Unrestricted Travel/Conferences	Unrestricted Travel/Conferences
Amount	\$15,000	\$1,000	\$1,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies
Budget Reference			

## Action 7

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

### 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

Modified Action

Modified Action

Unchanged Action

### 2017-18 Actions/Services

1.7 Maintenance of salary to monitor support of LCAP requirements. Administrator on Special Assignment. Including professional development and supplies

### 2018-19 Actions/Services

1.7 Maintenance of administrator to monitor support of LCAP requirements focusing on low income students, foster youth, and English learners. Including professional development and supplies.

### 2019-20 Actions/Services

1.7 Maintenance of administrator to monitor support of LCAP requirements focusing on low income students, foster youth, and English learners. Including professional development and supplies.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$148,349	\$117,981	\$117,981
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Certificated Admin. Salaries and Benefits	Unrestricted Certificated Admin. Salaries	Unrestricted Certificated Admin. Salaries
Amount	\$1,000	\$39,209	\$42,221
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Materials and Supplies	Unrestricted Certificated Admin. Benefits	Unrestricted Certificated Admin. Benefits
Amount	\$6,000	\$1,000	\$1,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Travel / Conference	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies

Amount	\$3,000	\$2,000	\$6,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Printing Charges	Unrestricted Travel / Conference	Unrestricted Travel / Conference
Amount	NA	\$5,000	\$3,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Printing Charges	Unrestricted Printing Charges

## Action 8

OR

## Actions/Services

## Budgeted Expenditures

Budget Reference			
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# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

## Goal 2

All students will achieve academic proficiency levels based on local and state assessments.

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

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

Local Priorities:

### Identified Need:

The district 2017 CAASPP results showed 42% of all students scored standard met or standard exceeded in ELA, and 32% of all students scored standard met or standard exceeded in mathematics. The district's goal is to increase the percent of all students scoring standard met or standard exceeded in ELA and math by 8% each year. The STAR Reading assessment results in 2017-2018 showed 39% of students performed below the 25th percentile. The STAR Math assessment results in 2017-2018 showed 24% of students performed below the 25th percentile. The district's goal is to decrease the percent of students scoring below the 25th percentile on STAR Reading and STAR Math assessments by 6% each year. Additionally, 14% of parents and 31% of students surveyed on the District Needs Assessment asked for more intervention help. Therefore, the district deems there is a need for this goal, and we will continue this goal.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4: Pupil Achievement	Priority 4: Pupil Achievement	Priority 4: Pupil Achievement	Priority 4: Pupil Achievement	Priority 4: Pupil Achievement
Priority 4 (a) Statewide Assessments: Smarter	Priority 4 (a) Statewide Assessments: Smarter	Priority 4 (a) Statewide Assessments: Smarter	Priority 4 (a) Statewide Assessments: Smarter	Priority 4 (a) Statewide Assessments: Smarter

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Balanced Assessment Consortium (SBAC) SBAC Met or Exceeded Standard The goal is to increase each subgroup in ELA and math by 8%.</p> <p>Science Advanced or Proficient The District set the goal of increasing each subgroup by 8%.</p>	<p>Balanced Assessment Consortium (SBAC) SBAC Met or Exceeded Standard ELA: All Students:35%, Special Education:6%, English Learners: 8%, Redesignated:49% Math - All Students: 28%, Special Education:5%, English Learners:9%, Redesignated:38 %</p> <p>Science Advanced or Proficient Science: 5th Grade - All Students:51%, Special Education:28%, English Learners:17%, Redesignated:71% Science: 8th Grade - All Students:57%, Special Education:0%, English Learners:14%, Redesignated:65%</p>	<p>Balanced Assessment Consortium (SBAC) SBAC Estimated: Met or Exceeded Standard ELA: All Students:43%, Special Education:14%, English Learners: 16%, Re-designated: 57% Math - All Students:32%, Special Education:13%, English Learners:17%, Re-designated: 46 %</p> <p>Actual: SBAC Met or Exceeded Standard ELA: All Students: 42%, Special Education:4.6 %, English Learners: 7.9%, Re-designated:55.4 % Math - All Students:32 %, Special Education:5.7%, English Learners:9.7%, Re-designated: 50.8%</p>	<p>Balanced Assessment Consortium (SBAC) Estimated: Met or Exceeded Standard ELA: All Students:50%, Special Education:12.6%, English Learners:15.9%, Re-designated:63.5% Math - All Students:40%, Special Education:13.7%, English Learners:17.7%, Re-designated:58.8 %</p> <p>Estimated: Science In 2017-18, the CST Science was not administered. The CAASPP Science pilot test was administered and scores not will be given to districts. Next year ,we will began using the CST Science test to establish a baseline score for next year</p>	<p>Balanced Assessment Consortium (SBAC) Estimated: Met or Exceeded Standard ELA: All Students:58%, Special Education:20.6%, English Learners:23.9%, Re-designated: 71.5% Math - All Students:48%, Special Education:21.7%, English Learners:25.7%, Re-designated: 66.8%</p> <p>Estimated: Science In 2017-18, the CST Science was not administered. The CAASPP Science pilot test was administered and scores not will be given to districts. We will began using the CST Science test to establish a baseline score for next year</p>
Priority 4(b) API: N/A				
Priority 4(c) Percentage of pupils completing A-G or CTE sequences/programs: N/A				
Priority 4(d)Percentage of EL pupils making progress towards English proficiency: Percent of students that advance at least one CELDT level	Priority 4(b) API: N/A	Estimated: Science Advanced or Proficient Science: 5th Grade - All Students: 59%, Special Education: 36%, English	Priority 4(b) API: N/A	Priority 4(b) API: N/A
	Priority 4(c) Percentage of pupils completing A-G or CTE sequences/programs: N/A		Priority 4(c) Percentage of pupils completing A-G or CTE	Priority 4(c) Percentage of pupils

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4(e)English Learner Reclassification Rate: Goal is to increase 8% each year	Priority 4(d) Percentage of EL pupils making progress towards English proficiency: Percent of students that advance at least one CELDT level 2016-17 - 51.2% Goal is to increase by 8% each year	Learners: 25%, Redesignated: 79% Science: 8th Grade - All Students: 65%, Special Education:6%, English Learners:22%, Redesignated:73%	sequences/programs: N/A  Priority 4(d) Percentage of EL pupils making progress towards English proficiency: Estimated: Use baseline score established in 2018 to set a new annual growth goal.	completing A-G or CTE sequences/programs: N/A  Priority 4(d) Percentage of EL pupils making progress towards English proficiency: Estimated: Use baseline score established in 2018 to set a new annual growth goal.
Priority 4(f)Percentage of pupils passing AP exam with 3 or higher: N/A	Priority 4(e)English Learner Reclassification Rate: 22.0%	Actual: In 2017-18, the CST Science was not administered. The CAASPP Science pilot test was administered and scores not will be given to districts.	Priority 4(e)English Learner Reclassification Rate Estimated: 37%	Priority 4(e)English Learner Reclassification Rate: Estimated:45%
Priority 4(g) Percentage of pupils who participate in and demonstrate college preparedness on EAP: N/A	Priority 4(f) Percentage of pupils passing AP exam with 3 or higher: N/A	Priority 4(b) API: N/A	Priority 4(f) Percentage of pupils passing AP exam with 3 or higher: N/A	Priority 4(f) Percentage of pupils passing AP exam with 3 or higher: N/A
Priority 7: Course Access Priority 7(a)Extent to which pupils have access to and are enrolled in a broad course of study, including unduplicated and students with exceptional needs: All students have access to district programs. 100% of unduplicated pupils are provided with programs and services based on state standards and student needs as indicated by local assessment data.	Priority 4(g) Percentage of pupils who participate in and demonstrate college preparedness on EAP: N/A	Priority 4(c) Percentage of pupils completing A-G or CTE sequences/programs: N/A	Priority 4(g) Percentage of pupils who participate in and demonstrate college preparedness on EAP: N/A	Priority 4(g) Percentage of pupils who participate in and demonstrate college preparedness on EAP: N/A
	Priority 7: Course Access Priority 7(a) Extent to which pupils have access to and are enrolled in a broad course of study, including unduplicated and students with	Priority 4(d) Percentage of EL pupils making progress towards English proficiency: Percent of students that advance at least one CELDT level Estimated:57.2 % Actual: This year ,we began using the LPAC	Priority 7: Course Access Priority 7(a) Extent to which pupils have access to and are enrolled in a broad course of study,	Priority 7: Course Access Priority 7(a) Extent to which pupils have access to and are enrolled in a broad course of study,

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Goal is to maintain 100%.</p> <p>Priority 7 (b) Elective Classes offered at Middle Sites: Goal is to maintain availability of class selection.</p>	<p>exceptional needs: All students have access to district programs. 100% of unduplicated pupils are provided with programs and services based on state standards and student needs as indicated by local assessment data.</p> <p>Priority 7 (b) The district has been able to maintain availability of elective classes offered at middle school sites: Band, Beginning Band, Intermediate Band, Advanced Band, Choir, Photography, Exploring Technology, Lab Science, Journalism, Drama, Spanish, Life Skills, Student Aide, Keyboarding, Computer Basics, Historical Studies, Forensics, Study Skills, Music 6, and Fine Arts. The district offered 21 electives classes in 2016-2017.</p>	<p>to establish a baseline score for next year.</p> <p>Priority 4(e) English Learner Reclassification Rate Estimated: 30% Actual: 29%</p> <p>Priority 4(f) Percentage of pupils passing AP exam with 3 or higher: N/A</p> <p>Priority 4(g) Percentage of pupils who participate in and demonstrate college preparedness on EAP: N/A</p> <p>Priority 7: Course Access Priority 7(a) Extent to which pupils have access to and are enrolled in a broad course of study, including unduplicated and students with exceptional needs: Estimated: All students have access to district programs. 100% of unduplicated pupils are provided with programs and services based on</p>	<p>including unduplicated and students with exceptional needs: Estimated: All students have access to district programs. Estimated: 100% of unduplicated pupils are provided with programs and services based on state standards and student needs as indicated by local assessment data.</p> <p>Priority 7 (b) Estimated: The district will maintain availability of elective classes offered at middle school sites: Band, Beginning Band, Intermediate Band, Advanced Band, Choir, Photography, Exploring Technology, Lab Science, Journalism, Drama, Spanish, Life Skills, Student Aide, Keyboarding, Computer Basics, Historical Studies, Forensics, Study Skills, Music 6, and Fine Arts. The district will maintain the 21 classes offered.</p>	<p>including unduplicated and students with exceptional needs: Estimated: All students have access to district programs. Estimated: 100% of unduplicated pupils are provided with programs and services based on state standards and student needs as indicated by local assessment data.</p> <p>Priority 7 (b) Estimated: The district will maintain availability of elective classes offered at middle school sites: Band, Beginning Band, Intermediate Band, Advanced Band, Choir, Photography, Exploring Technology, Lab Science, Journalism, Drama, Spanish, Life Skills, Student Aide, Keyboarding, Computer Basics, Historical Studies, Forensics, Study Skills, Music 6, and Fine Arts. The district will maintain the 21 classes offered.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>state standards and student needs as indicated by local assessment data.</p> <p>Actual:100% of unduplicated pupils are provided with programs and services based on state standards and student needs as indicated by local assessment data.</p> <p>Priority 7 (b) Estimated:The district will maintain availability of elective classes offered at middle school sites: Band, Beginning Band, Intermediate Band, Advanced Band, Choir, Photography, Exploring Technology, Lab Science, Journalism, Drama, Spanish, Life Skills, Student Aide, Keyboarding, Computer Basics, Historical Studies, Forensics, Study Skills, Music 6, and Fine Arts. The district will maintain the 21 classes offered.</p>		

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Actual:100% of electives were offered. The district maintained availability of elective classes offered at middle school sites: Band, Beginning Band, Intermediate Band, Advanced Band, Choir, Photography, Exploring Technology, Lab Science, Journalism, Drama, Spanish, Life Skills, Student Aide, Keyboarding, Computer Basics, Historical Studies, Forensics, Study Skills, Music 6, and Fine Arts.		

## Planned Actions / Services

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

### Action 1

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Location(s):

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Unchanged Action

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

Modified Action

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

Unchanged Action

**2017-18 Actions/Services**

2.1 Renewal of STAR Early Literacy, Reading and Mathematics Assessment Programs with addition of STAR 360. TK-8 grades to identify under-performing students and target gap skills/standards.

**2018-19 Actions/Services**

2.1 Renewal of STAR Early Literacy, Reading and Mathematics Assessment Programs and STAR 360. K-8 grades to identify under-performing students, low income students, foster youth, and English learners to target gaps in skills/standards.

**2019-20 Actions/Services**

2.1 Renewal of STAR Early Literacy, Reading and Mathematics Assessment Programs and STAR 360. K-8 grades to identify under-performing students, low income students, foster youth, and English learners to target gaps in skills/standards.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$124,144	\$133,968	\$135,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Professional/Consulting Services and Operating Expenditures	Unrestricted Professional/Consulting Services and Operating Expenditures	Unrestricted Professional/Consulting Services and Operating Expenditures

**Action 2**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

2.2 Equitable services for After School Program at all school sites.

2018-19 Actions/Services

2.2 Provide equitable services for After School Program for all students, targeting low income students, foster youth, and English learners.

2019-20 Actions/Services

2.2 Provide equitable services for After School Program for all students, targeting low income students, foster youth, and English learners.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$342,979	\$396,870	\$397,673
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Classified Instructional Salaries and Benefits.	Unrestricted Classified Instructional Salaries and Benefits.	Unrestricted Classified Instructional Salaries and Benefits.



Amount	\$66,000	\$79,928	\$85,444
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Materials and Supplies	Unrestricted Classified Instructional Benefits	Unrestricted Classified Instructional Benefits
Amount	NA	\$60,000	\$60,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies

### Action 3

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Location(s):

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

[Add Location(s) selection here]

OR

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

#### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

#### Scope of Services:

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

LEA-wide

#### Location(s):

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

All Schools

### Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

2.3 Renewal Supplemental Math Intervention Materials, including adding ALEKS to all sites 3rd-8th grades.

2.3 Renewal supplemental math intervention materials, including adding ALEKS to all sites 3rd - 8th grades with an emphasis to support low income students, foster youth, and English learners.

2.3 Renewal supplemental math intervention materials, including adding ALEKS to all sites 3rd - 8th grades with an emphasis to support low income students, foster youth, and English learners.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$121,000	\$117,420	\$125,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Professional / Consulting Services and Operating Expenditures.	Unrestricted Professional / Consulting Services and Operating Expenditures.	Unrestricted Professional / Consulting Services and Operating Expenditures.

## Action 4

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

### Scope of Services:

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

LEA-wide

### Location(s):

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

All Schools

## Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

#### 2017-18 Actions/Services

2.4 To help prepare our students for high school, college, and/or career readiness the following will be provided: AVID curriculum and strategies, speakers, and informational meetings.

#### 2018-19 Actions/Services

2.4 To help prepare students especially low income students, foster youth, and English learners for high school, college, and/or career readiness the following will be provided: AVID curriculum and strategies, speakers, and informational meetings.

#### 2019-20 Actions/Services

2.4 To help prepare students especially low income students, foster youth, and English learners for high school, college, and/or career readiness the following will be provided: AVID curriculum and strategies, speakers, and informational meetings.

#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$11,000	\$11,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Professional/Consulting Services and Operating Expenditures.	Unrestricted Professional/Consulting Services and Operating Expenditures.	Unrestricted Professional/Consulting Services and Operating Expenditures.
Budget Reference			

#### Action 5

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

##### Students to be Served:

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

[Add Students to be Served selection here]

##### Location(s):

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

[Add Location(s) selection here]

OR

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

##### Students to be Served:

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

##### 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

Modified Action

Modified Action

Unchanged Action

#### 2017-18 Actions/Services

2.5 Maintenance of District Technology and Integration Teachers (2 positions) to coordinate curriculum needs with Tech Department, train teachers on programs and lesson integration tools / learning management system and progress monitoring.

#### 2018-19 Actions/Services

2.5 Provide District Curriculum Specialist (3 positions) to coordinate curriculum needs with school sites, train teachers on programs, lessons and progress monitoring, emphasizing data analysis for low income students, foster youth, and English learners.

#### 2019-20 Actions/Services

2.5 Provide District Curriculum Specialist (3 positions) to coordinate curriculum needs with school sites, train teachers on programs, lessons and progress monitoring, emphasizing data analysis for low income students, foster youth, and English learners.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$229,144	\$260,838	\$262,710
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Certificated Teacher Salaries and Benefits	Unrestricted Certificated Teacher Salaries	Unrestricted Certificated Teacher Salaries and Benefits
Amount	\$6,000	\$100,806	\$108,575
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Materials and Supplies	Unrestricted Certificated Teacher Benefits	Unrestricted Certificated Teacher Benefits

Amount	\$1,000	\$1,000	\$1,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Travel/Conference	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies
Amount	NA	\$5,000	\$5,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Travel/Conference	Unrestricted Travel/Conference

## Action 6

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners  
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  
Specific Grade Spans: 4th - 8th grade

## Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

2.6 Gifted and Talented Education (GATE) training, program materials, and supplies for grade 4th-8th.

2.6 Gifted and Talented Education (GATE) training, program materials, and supplies for grade 4th - 8th students, principally directed to support the needs of low income students, foster youth, and English learners.

2.6 Gifted and Talented Education (GATE) training, program materials, and supplies for grade 4th - 8th students, principally directed to support the needs of low income students, foster youth, and English learners.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$40,000	\$40,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Materials and Supplies.	Unrestricted Materials and Supplies.	Unrestricted Materials and Supplies.
Amount	\$23,419	\$15,000	\$20,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Other Certificated Salaries and Benefits( subs)	Unrestricted Other Certificated Salaries and Benefits( subs)	Unrestricted Other Certificated Salaries and Benefits( subs)
Amount	\$35,000	\$30,000	\$30,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Travel/Conferences	Unrestricted Travel/Conferences	Unrestricted Travel/Conferences
Amount	\$10,000	\$5,000	\$5,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Professional/Consulting Services and Operating Expenditures.	Unrestricted GATE Field Trips	Unrestricted GATE Field Trips

## Action 7

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners  
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)

Specific Grade Spans: 6th-8th grade

**Actions/Services**

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

Modified Action

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

Modified Action

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

Unchanged Action

**2017-18 Actions/Services**

2.7 Maintain and add classes for Science Technology Engineering and Math (STEM)

**2018-19 Actions/Services**

2.7 Maintain and add classes for Science Technology Engineering and Math (STEM) for middle school students, including low income students, foster youth, and English learners.

**2019-20 Actions/Services**

2.7 Maintenance of classes for Science Technology Engineering and Math (STEM) for middle school students, including low income students, foster youth, and English learners.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$91,000	\$75,930	\$91,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies

Amount	\$8,000	\$12,870	\$15,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Travel/Conference	Unrestricted Equipment	Unrestricted Equipment
Amount	\$3,000	10,200	\$10,200
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Professional/Consulting Services	Unrestricted Travel/ Conference	Unrestricted Travel/ Conference
Amount	\$1,000	\$3,000	\$3,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Other Certificated Salaries and Benefits(subs)	Unrestricted Professional/Consulting Services	Unrestricted Professional/Consulting Services
Amount	NA	\$1,000	\$1,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Other Certificated Salaries and Benefits(subs)	Unrestricted Other Certificated Salaries and Benefits(subs)

## Action 8

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

### 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

New Action

Modified Action

Unchanged Action

2017-18 Actions/Services

2.8 Purchase EADMS to monitor  
achievement of all students in K-8th  
grades, including EL's Low Socio, Foster,  
Homeless, and Special Ed.

2018-19 Actions/Services

2.8 Provide IO Education to monitor  
achievement of all students in K - 8th  
grades, including low income students,  
foster youth, and English learners.

2019-20 Actions/Services

2.8 Provide IO Education to monitor  
achievement of all students in K - 8th  
grades, including low income students,  
foster youth, and English learners.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$41,000	\$65,000	\$75,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies

### Action 9

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

#### Students to be Served:

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

#### Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

#### Students to be Served:

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

#### Scope of Services:

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

#### Location(s):

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

English Learners  
Foster Youth  
Low Income

LEA-wide

All Schools

### Actions/Services

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

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

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

Modified Action

Modified Action

Unchanged Action

#### 2017-18 Actions/Services

2.9 Maintenance of Academic Coaches at each campus. Academic Coaches will work collaboratively with site and district staff to improve instructional practices, and monitor academic achievement of at-risk, foster, homeless, and EL students. They will provide small group academic support/intervention.

#### 2018-19 Actions/Services

2.9 Maintenance of Academic Coaches at each campus. Academic Coaches will work collaboratively with site and district staff to improve instructional practices, and monitor academic achievement of at-risk students, low income students, foster youth, homeless, white students, and English learners. They will provide small group academic support/intervention.

#### 2019-20 Actions/Services

2.9 Maintenance of Academic Coaches at each campus. Academic Coaches will work collaboratively with site and district staff to improve instructional practices, and monitor academic achievement of at-risk students, low income students, foster youth, homeless, white students, and English learners. They will provide small group academic support/intervention.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,300,967	\$970,619	\$965,299
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Other Certificated Teacher Salaries and Benefits	Unrestricted Other Certificated Teacher Salaries	Unrestricted Other Certificated Teacher Salaries
Amount	\$10,000	\$372,337	\$398,534
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Materials and Supplies	Unrestricted Other Certificated Teacher Benefits	Unrestricted Other Certificated Teacher Benefits

Amount	\$10,000	NA	NA
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Travel/Conference	Unrestricted NA	Unrestricted NA
Amount	NA	NA	NA
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted NA	Unrestricted NA

## Action 10

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners  
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  
Specific Grade Spans: 4th - 8th grade

## Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

2.10 Field Trips for enrichment of educational experience, specifically

2018-19 Actions/Services

2.10 Field trips for enrichment of educational experience for all students,

2019-20 Actions/Services

2.10 Field trips for enrichment of educational experience for all students,

meeting the Common Core State Standards(Including Camp KEEP for 6th grade).

but especially for low income students, foster youth, and English learners to specifically meet the Common Core State Standards (Including Camp KEEP for 6th grade).

but especially for low income students, foster youth, and English learners to specifically meet the Common Core State Standards (Including Camp KEEP for 6th grade).

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$550,000	\$604,000	\$604,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Consulting/Operation	Unrestricted Consulting/Operation	Unrestricted Consulting/Operation
Amount	\$5,035	\$28,185	\$28,185
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Other Certificated Salaries and Benefits(subs)	Unrestricted Certificated Salaries and Benefits (extra duty/stipends)	Unrestricted Certificated Salaries and Benefits (extra duty/stipends)
Amount	NA	\$33,341	\$33,341
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Classified Salaries and Benefits (extra duty)	Unrestricted Classified Salaries and Benefits (extra duty)
Amount	NA	\$5,500	\$5,500
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Other Certificated Salaries and Benefits(subs)	Unrestricted Other Certificated Salaries and Benefits(subs)

Amount	NA	\$500	\$500
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget	Unrestricted	Unrestricted	Unrestricted
Reference	NA	Rental Vehicles	Rental Vehicles

## Action 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)

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

### Scope of Services:

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

LEA-wide

### Location(s):

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

Specific Schools: All Elementary Schools  
Specific Grade Spans: 4th and 5th Grade

## Actions/Services

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

Modified Action

2017-18 Actions/Services

2.11 Maintenance of elementary music teachers. Two roving music teachers working with students. Materials, supplies, and instruments.

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

Modified Action

2018-19 Actions/Services

2.11 Hire 2 additional elementary music teachers in 2018-19. Maintenance of two elementary music teachers hired in 2016-17. This action will provide music instruction to students with an emphasis on low income students, foster youth, and English learners. Materials, supplies, and instruments.

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

Modified Action

2019-20 Actions/Services

2.11 Maintenance of four elementary music teachers. This action will provide music instruction to students with an emphasis on low income students, foster youth, and English learners. Materials, supplies, and instruments.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$152,048	\$250,294	\$253,709
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Teachers Salaries and Benefits	Unrestricted Certificated Teachers Salaries	Unrestricted Certificated Teachers Salaries
Amount	\$74,000	\$115,769	\$124,518
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Materials and Supplies	Unrestricted Certificated Teacher Benefits	Unrestricted Certificated Teacher Benefits
Amount	\$200	\$200,000	\$200,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Printing Charges	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies
Amount	NA	\$6,000	\$6,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted	Unrestricted Repairs	Unrestricted Repairs
Amount	NA	\$200	\$200
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted	Unrestricted Printing Charges	Unrestricted Printing Charges
Amount	NA	\$5,000	\$5,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted	Unrestricted Travel/Conferences	Unrestricted Travel/Conferences

Amount	NA	\$8,000	\$8,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Music Field Trips	Unrestricted Music Field Trips
Amount	NA	\$2,000	\$2,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Certificated Salaries(extra duty for field trips)	Unrestricted Certificated Salaries(extra duty for field trips)

## Action 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)

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

### Scope of Services:

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

LEA-wide

### Location(s):

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

All Schools  
Specific Grade Spans: 4th - 8th grade

## Actions/Services

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

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

New Action

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

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

No action	2.12 Provide reading intervention program (Read 180) to 4th - 8th grade at-risk students, targeting low income students, foster youth, and English learners.	2.12 Provide reading intervention program (Read 180) to 4th - 8th grade at-risk students, targeting low income students, foster youth, and English learners.
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### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	\$40,000	\$40,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted materials and supplies	Unrestricted materials and supplies
Amount	NA	\$50,000	\$50,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Software license	Unrestricted Software license

### Action 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)

[Add Students to be Served selection here]

#### Location(s):

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

[Add Location(s) selection here]

OR

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

#### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

#### Scope of Services:

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

LEA-wide

#### Location(s):

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

Specific Schools: Middle Schools  
Specific Grade Spans: 7th grade and 8th grade

### Actions/Services



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

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

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

New Action

Modified Action

2017-18 Actions/Services

2.13 No Action

2018-19 Actions/Services

2.13 Provide accelerated math classes for  
7th grade students, targeting low income  
students, foster youth, and English  
learners.

2019-20 Actions/Services

2.13 Provide algebra math classes for 8th  
grade students, targeting low income  
students, foster youth, and English  
learners.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	\$30,324	\$35,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted materials and supplies	Unrestricted materials and supplies

### Action 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)

[Add Students to be Served selection here]

#### Location(s):

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

[Add Location(s) selection here]

OR

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

#### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

#### Scope of Services:

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

LEA-wide

#### Location(s):

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

Specific Schools: Elementary Schools  
Specific Grade Spans: TK

### 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




#### 2017-18 Actions/Services

#### 2018-19 Actions/Services

#### 2019-20 Actions/Services

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$338,887	\$338,887
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Certificated Salaries	Unrestricted Certificated Salaries
Amount	NA	\$278,246	\$286,763
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Classified Salaries	Unrestricted Classified Salaries
Amount	NA	\$225,092	\$241,696
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Employee Benefits	Unrestricted Employee Benefits

### Action 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)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

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

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

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

New Action

Unchanged Action

**2017-18 Actions/Services**

2.15 No Action

**2018-19 Actions/Services**

2.15 Provide reading programs to differentiate reading instruction for students of all abilities, principally directed to support the needs of low income students, foster youth, and English learners. Including Lexia Core 5 Reading, Power Up Literacy and Accelerated Reader.

**2019-20 Actions/Services**

2.15 Provide reading programs to differentiate reading instruction for students of all abilities, principally directed to support the needs of low income students, foster youth, and English learners. Including Lexia Core 5 Reading, Power Up Literacy and Accelerated Reader.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	N/A	\$152,528	\$154,00
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted N/A	Unrestricted software license	Unrestricted software license

**Action 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)

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools  
Specific Grade Spans: 3rd - 8th grade

**Actions/Services**

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

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

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

New Action

Unchanged Action

2017-18 Actions/Services

No Action

2018-19 Actions/Services

2.16 Provide reading intervention program (Reading Plus) for 3rd - 8th grade at risk students, principally directed to support the needs of low income students, foster youth, and English learners.

2019-20 Actions/Services

2.16 Provide reading intervention program (Reading Plus) for 3rd - 8th grade at risk students, principally directed to support the needs of low income students, foster youth, and English learners.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	N/A	\$85,864	\$87,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted N/A	Unrestricted software license	Unrestricted software license

## Action 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)

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

### Scope of Services:

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

LEA-wide

### Location(s):

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

All Schools

## Actions/Services

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

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

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

New Action

Unchanged Action

2017-18 Actions/Services

2.17 No Action

2018-19 Actions/Services

2.17 Provide Saturday Academy services for all students, principally directed to support the needs of low income students, foster youth, and English learners.

2019-20 Actions/Services

2.17 Provide Saturday Academy services for all students, principally directed to support the needs of low income students, foster youth, and English learners.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$45,000	\$45,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted N/A	Unrestricted Certificated Salaries and Benefits (extra duty)	Unrestricted Certificated Salaries and Benefits(extra duty)
Amount	N/A	\$ 10,000	\$10,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted N/A	Unrestricted Classified Salaries and Benefits (extra duty)	Unrestricted Classified Salaries and Benefits (extra duty)

## Action 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)

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

### Scope of Services:

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

LEA-wide

### Location(s):

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

All Schools

## Actions/Services

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

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

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

	New Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.18 No Action	2.18 Provide equitable services for summer programs for all students, principally directed to support the needs of low income students, foster youth, and English learners.	2.18 Provide equitable services for summer programs for all students, principally directed to support the needs of low income students, foster youth, and English learners.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$45,000	\$45,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Certificated Salaries and Benefits	Unrestricted Certificated Salaries and Benefits
Amount	NA	\$12,150	\$12,150
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Classified Salaries and Benefits	Unrestricted Classified Salaries and Benefits

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

## Goal 3

The district will maintain a safe and positive learning environment through communication and collaboration.

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

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                             Priority 5: Pupil Engagement (Engagement)  
                             Priority 6: School Climate (Engagement)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

According to the 2017 CA Dashboard results the district's chronic absenteeism rate was 9.4%. The district goal is to decrease chronic absenteeism by 1% each year. The rate for African American students was 12.9% and the rate for white students was 14.9%. MSWs will monitor student attendance and contact parents concerning student absences focusing on the needs of high-risk students including African American and white student groups. For 2017-18, the district wide suspension rate was 3.6%. The goal is to decrease the suspension rate by 1% each year and maintain all sites at 2% or below. In 2017-18, the district needs assessment survey showed 84% of staff and 67.1% students feel safe at school. The district goal is to increase the percent of staff and students that feel safe at school by 8% each year. Therefore, the district deems there is a need for this goal, and we will continue this goal.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3: Parental Involvement	Priority 3: Parental Involvement	Priority 3: Parental Involvement	Priority 3: Parental Involvement	Priority 3: Parental Involvement



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Priority 3(a) Efforts to seek parent input in making decisions for district and school sites: All sites had a fully functioning SSC and ELAC. Goal is to maintain at all sites.</p> <p>Parent Participation in the District Needs Assessment Survey Goal is to increase parent participation by 15% each year.</p> <p>Sites will hold a Parent/Community informational meeting at the beginning of school year. Goal is 100% of sites.</p> <p>Priority 3 (b) Efforts to seek participation of parents for unduplicated pupils: District goal is 100% of parents of unduplicated students will attend academic performance conferences.</p> <p>Meet with 100% of our parents of special needs students over the course</p>	<p>Priority 3(a) All sites had a fully functioning SSC and ELAC.</p> <p>Parent Participation in the District Needs Assessment Survey 2016 -2017 school year was 18.2%</p> <p>100% of sites had a Parent/Community informational meeting at the beginning of school year.</p> <p>Priority 3 (b) Efforts to seek participation of parents for unduplicated pupils: District wide 85.8% of parents of unduplicated students attended academic performance conferences.</p> <p>Priority 3 (c) Efforts to seek participation of parents for pupils with exceptional needs:</p> <p>Met with 100% of our parents of special needs students over the course of the year.</p>	<p>Priority 3(a) Estimated: All sites had a fully functioning SSC and ELAC. Actual: All sites had a fully functioning SSC and ELAC</p> <p>Parent Participation in the District Needs Assessment Survey Estimated: 33.2% Actual: 28.2%.</p> <p>Estimated: 100% of sites hold a Parent/Community informational meeting at the beginning of school year. Actual: 100%</p> <p>Priority 3 (b) Efforts to seek participation of parents for unduplicated pupils: District wide Estimated: 100% of parents of unduplicated students attended academic performance conferences.</p> <p>Actual: 80%</p> <p>Priority 3 (c) Efforts to seek participation of</p>	<p>Priority 3(a) Estimated: All sites had a fully functioning SSC and ELAC.</p> <p>Parent Participation in the District Needs Assessment Survey Estimated: 43.2%</p> <p>Estimated: 100% of sites hold a Parent/Community informational meeting at the beginning of school year.</p> <p>Priority 3 (b) Efforts to seek participation of parents for unduplicated pupils: District wide Estimated: 100% of parents of unduplicated students attended academic performance conferences.</p> <p>Priority 3 (c) Efforts to seek participation of parents for pupils with exceptional needs:</p> <p>Estimated: Meet with 100% of our parents of special needs students</p>	<p>Priority 3(a) Estimated: All sites had a fully functioning SSC and ELAC.</p> <p>Parent Participation in the District Needs Assessment Survey. Estimated: 58.2%</p> <p>Estimated: 100% of sites hold a Parent/Community informational meeting at the beginning of school year.</p> <p>Priority 3 (b) Efforts to seek participation of parents for unduplicated pupils: District wide Estimated: 100% of parents of unduplicated students attended academic performance conferences.</p> <p>Priority 3 (c) Efforts to seek participation of parents for pupils with exceptional needs:</p> <p>Estimated: Meet with 100% of our parents of special needs students</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
of the year, through IEP process.				
Priority 5: Pupil Engagement	Priority 5: Pupil Engagement	parents for pupils with exceptional needs: Estimated: Meet with 100% of our parents of special needs students over the course of the year. Actual: 100%	over the course of the year. Priority 5: Pupil Engagement	over the course of the year. Priority 5: Pupil Engagement
Priority 5(a): School Attendance Rate: Increase 1% growth each year.	Priority 5(a) School Attendance Rate: 96.07%		Priority 5(a) School Attendance Estimated Rate: 99.07%	Priority 5(a) School Attendance Estimated Rate: 100%
Priority 5(b): Chronic absenteeism Rate: Decrease each year by 1%.	Priority 5(b) Chronic absenteeism Rate: 4.06% The baseline Chronic Absenteeism was reported incorrectly. The correct Chronic Absenteeism rate was 7.8%.	Priority 5: Pupil Engagement	Priority 5(b) Chronic absenteeism Estimated Rate: 8.4%	Priority 5(b) Chronic absenteeism Estimated Rate: 7.4%
Priority 5(c): Middle School Dropout Rate: Maintain zero status.	Priority 5(c) Middle School Dropout Rate: 0%	Priority 5(a) School Attendance Estimated Rate: 97.07% Actual: 98%	Priority 5(c) Middle School Dropout Estimated Rate: 0%	Priority 5(c) Middle School Dropout Estimated Rate: 0%
Priority 5(d): High School Dropout Rate: N/A	Priority 5(d) High School Dropout Rate: N/A	Priority 5(b) Chronic absenteeism Estimated Rate: 6.8% Actual: 9.4%	Priority 5(d) High School Dropout Estimated Rate: N/A	Priority 5(d) High School Dropout Estimated Rate: N/A
Priority 5(e): High School Graduation Rate: N/A	Priority 5(e) High School Graduation Rate: N/A	Priority 5(c) Middle School Dropout Estimated Rate: 0.0% Actual: 0.0%	Priority 5(e) High School Graduation Estimated Rate: N/A	Priority 5(e) High School Graduation Estimated Rate: N/A
Priority 6: School Climate	Priority 6: School Climate	Priority 5(d) High School Dropout Estimated Rate: N/A	Priority 6: School Climate	Priority 6: School Climate
Priority 6(a) Suspension Rate: The District goal is to continue to decrease suspension rates by 1% each year and maintain at 2%.	Priority 6(a) Suspension Rate: 5.2%	Priority 5(e) High School Graduation Estimated Rate: N/A	Priority 6(a) Suspension Estimated Rate: 3.2%	Priority 6(a) Suspension Estimated Rate: 2.2%
Priority 6(b) Expulsion Rate: The District goal is	Priority 6(b) Expulsion Rate: Maintain a 0% status.	Priority 6: School Climate	Priority 6(b) Expulsion Rate: Maintain Estimated: 0.0 %	Priority 6(b) Expulsion Rate: Maintain Estimated: 0.0 %
	Priority 6(c) Other local measures on sense of	Priority 6(a) Suspension Estimated Rate: 4.2% Actual 3.6%	Priority 6(c) Other local measures on sense of safety and school connectedness:	Priority 6(c) Other local measures on sense of safety and school connectedness:

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>to maintain a zero status.</p> <p>Priority 6(c) Other local measures on sense of safety and school connectedness:</p> <p>7 of our 11 campus's continue to participate in Positive Behavior Interventions and Supports (PBIS).</p> <p># 3 of the District Needs Assessment - Students look forward to coming to school each day. Goal is to increase by 8%</p> <p>#12 of the District Needs Assessment - Students feel safe at school. Goal is to increase by 8%.</p> <p>5th and 7th grade students feel connected at school based on the California Healthy Kids Survey. This survey is administered every two years. The goal is to improve by 8%.</p> <p>5th and 7th grade students feel very safe at school based on the</p>	<p>safety and school connectedness:</p> <p>7 of our 11 campus's continue to participate in Positive Behavior Interventions and Supports (PBIS).</p> <p>70% of students look forward to coming to school each day based on #3 of the District Needs Assessment.</p> <p>71.0% of students feel safe at school based on #12 of the District Needs Assessment.</p> <p>The California Healthy Kids survey is only administered every two years. Therefore, our baseline data is from 2015-2016.</p> <p>60%of 5th graders feel connected at school</p> <p>54%of 7th graders feel connected at school</p> <p>77% of 5th grades feel very safe at school</p> <p>65% of 7th grade students feel very safe at school based on the California Healthy Kids Survey.</p>	<p>Priority 6(b) Expulsion Rate: Estimated: 0.0 %</p> <p>Priority 6(c) Other local measures on sense of safety and school connectedness:</p> <p>Estimated:Continue 7 of our 11 campuses continue to participate in Positive Behavior Interventions and Supports (PBIS). Actual: 7 of our 11 campuses continued (PBIS).</p> <p>4 additional sites and Community School attended training to implement PBIS in 2018-19.</p> <p>Estimated: 78% of students look forward to coming to school each day based on #3 of the District Needs Assessment.</p> <p>79.0% of students feel safe at school based on #12 of the District Needs Assessment.</p> <p>Actual: 65.9% of students look forward to coming to school each</p>	<p>Estimated: All 12 campuses (including Community School) will participate in Positive Behavior Interventions and Supports (PBIS).</p> <p>Estimated:73.9% of students look forward to coming to school each day based on #3 of the District Needs Assessment.</p> <p>75.1.0% of students feel safe at school based on #12 of the District Needs Assessment.</p> <p>Estimated:The California Healthy Kids survey is only administered every two years. Therefore, this data remains the same for 2018-2019.</p> <p>safe at school based on the California Healthy Kids Survey.</p> <p>50% of 5th graders feel connected at school</p> <p>25% of 7th graders feel connected at school</p> <p>78% of 5th grades feel very safe</p> <p>61% of 7th graders feel very safe</p>	<p>Estimated: 12 campuses (including Community School) continue to participate in Positive Behavior Interventions and Supports (PBIS).</p> <p>Estimated:81.9% of students look forward to coming to school each day based on #3 of the District Needs Assessment.</p> <p>83.1% of students feel safe at school based on #12 of the District Needs Assessment.</p> <p>Estimated:The California Healthy Kids survey is only administered every two years.Data for 2019-2020:</p> <p>58%of 5th graders feel connected at school</p> <p>33%of 7th graders feel connected at school</p> <p>86% of 5th grades feel very safe at school</p> <p>69% of 7th grade students feel very safe at school</p> <p>Priority 8: Other Pupil Outcomes</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>California Healthy Kids Survey, goal is to improve by 8%.</p> <p>Priority 8: Other Pupil Outcomes</p> <p>Priority 8(a)Physical Fitness Tests:5th and 7th Grade students participate in the Physical Fitness Tests. The district will set the goal of improving all sections by 7%.</p>	<p>Priority 8: Other Pupil Outcomes</p> <p>Priority 8(a)Physical Fitness Tests:5th and 7th Grade students participate in the Physical Fitness Tests.</p> <p>Aerobic Capacity:5th- 68.9%/7th-51.3%, Body Composition: 5th- 56.1%/7th-52.6%, Abdominal Strength:5th- 60.2% /7th-67.3%, Trunk Extension Strength:5th- 82.9 %/7th- 86.4%, Upper Body Strength:5th- 56.3%/7th- 54.3%, Flexibility:5th- 69.8%/7th- 69.4%.</p>	<p>day 67.1%of students feel safe at school</p> <p>Estimated: The California Healthy Kids survey is only administered every two years. Data for 2017-2018: 68%of 5th graders feel connected at school 62%of 7th graders feel connected at school 85% of 5th grades feel very safe at school 73% of 7th grade students feel very safe at school based on the California Healthy Kids Survey. Actual: 50 % of 5th graders feel connected at school 25% of 7th graders feel connected at school 78% of 5th grades feel very safe 61% of 7th graders feel very safe</p> <p>Priority 8: Other Pupil Outcomes</p> <p>Priority 8(a)Physical Fitness Tests: 5th and 7th Grade students</p>	<p>Priority 8: Other Pupil Outcomes</p> <p>Priority 8(a)Physical Fitness Tests:5th and 7th Grade students participate in the Physical Fitness Tests. Estimated: Aerobic Capacity:5th- 71.2%/7th- 62.8%, Body Composition:5th- 61.7% /7th- 61.4%, Abdominal Strength:5th- 72.7 %/7th- 78.0%, Trunk Extension Strength:5th- 91.6%/7th- 95.7%, Upper Body Strength:5th-61.0% / 7th- 62.3%, Flexibility:5th- 76.2% /7th-82.2 %.</p>	<p>Priority 8(a)Physical Fitness Tests:5th and 7th Grade students participate in the Physical Fitness Tests. Estimated: Aerobic Capacity:5th- 78.2% /7th- 69.2%, Body Composition:5th- 68.7%/7th-68.4%, Abdominal Strength:5th- 79.2%/ 7th- 85.0%, Trunk Extension Strength:5th- 98.6%/7th- 100%, Upper Body Strength:5th-68.0%/7th- 69.3%, Flexibility:5th-83.2%/7th- 89.2%.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>participate in the Physical Fitness Tests. Estimated:</p> <p>Aerobic Capacity:5th-75.9 %/7th- 58.3%,  Body Composition:5th-63.1%/7th- 59.6 %,  Abdominal Strength:5th-68.2%/7th-75.3%,  Trunk Extension Strength:5th- 88.9%/7th-92.4%,  Upper Body Strength:5th- 63.3% /7th- 61.3%,  Flexibility:5th-76.8%/7th-76.4%</p> <p>Actual:.</p> <p>Aerobic Capacity:5th-64.2 %/7th- 55.8%,  Body Composition:5th-54.7%/7th- 54.4 %,  Abdominal Strength:5th-65.7%/7th-71.0%,  Trunk Extension Strength:5th- 84.6%/7th-88.9%,  Upper Body Strength:5th- 54.0% /7th- 55.3%,  Flexibility:5th-69.2%/7th-75.2%.</p>		

# Planned Actions / Services

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

## Action 1

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

### Scope of Services:

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

LEA-wide

### Location(s):

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

All Schools

## Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

3.1 Maintain Bully Prevention training.

2018-19 Actions/Services

3.1 Maintain Bully prevention training to ensure all students are able to learn in a safe and supportive environment with an emphasis on low income students, foster youth, and English learners.

2019-20 Actions/Services

3.1 Maintain Bully prevention training to ensure all students are able to learn in a safe and supportive environment with an emphasis on low income students, foster youth, and English learners.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,950	\$5,000	\$5,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Travel and Conference.	Unrestricted Travel and Conferences	Unrestricted Travel and Conferences

## Action 2

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

### Scope of Services:

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

LEA-wide

### Location(s):

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

All Schools

## Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

### 2017-18 Actions/Services

3.2 Maintenance of existing program implementation of Positive Behavioral Interventions and Supports (PBIS). Materials and supplies include incentives

### 2018-19 Actions/Services

3.2 Expansion of existing program implementation of Positive Behavioral Interventions and Supports (PBIS) to all campuses to ensure all students are able

### 2019-20 Actions/Services

3.2 Expansion of existing program implementation of Positive Behavioral Interventions and Supports (PBIS) to all campuses to ensure all students are able



for preferred behavior. Funds are distributed by percentage of unduplicated students at each site in increments of \$2,500, \$2,000, or \$1,500.

to learn in a positive environment with an emphasis on low income students, foster youth, English learners, homeless students, and white students. Materials and supplies include incentives for preferred behavior. Funds are distributed by percentage of unduplicated students at each site in increments of \$2,500, \$2,000, or \$1,500.

to learn in a positive environment with an emphasis on low income students, foster youth, English learners, homeless students, and white students. Materials and supplies include incentives for preferred behavior. Funds are distributed by percentage of unduplicated students at each site in increments of \$2,500, \$2,000, or \$1,500.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$58,273	\$35,840	\$ 37,136
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Other Classified Salaries and Benefits.	Unrestricted Other Classified Salaries	Unrestricted Other Classified Salaries
Amount	\$1,000	\$26,362	\$28,561
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Teacher Salaries and Benefits(subs)	Unrestricted Other Classified Benefits	Unrestricted Other Classified Benefits
Amount	\$11,007	\$1,000	\$1,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Other Certificated Salaries (Stipend)	Unrestricted Teacher Salaries and Benefits(subs)	Unrestricted
Amount	\$20,000	\$11,007	\$11,007
Source	Concentration/Supplemental	Concentration/Supplemental	Supplemental
Budget Reference	Unrestricted Materials and Supplies	Unrestricted Other Certificated Salaries (Stipend)	Unrestricted Other Certificated Salaries (Stipend)



Amount	\$5,000	\$37,600	\$37,600
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Travel/Conferences	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies
Amount	\$300	\$20,000	\$20,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted PBIS Association Membership	Unrestricted Travel/Conferences	Unrestricted Travel/Conferences
Amount	\$1,600	\$200	\$200
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Printing Charges	Unrestricted PBIS Association Membership	Unrestricted PBIS Association Membership
Amount	\$4,500	\$3,400	\$3,400
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Consultants(and SWIS License)	Unrestricted Printing Charges	Unrestricted Printing Charges
Amount	NA	\$3,500	\$3,500
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Consultants(and SWIS License)	Unrestricted Consultants(and SWIS License)

### Action 3

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Location(s):

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Modified Action

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

Modified Action

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

Unchanged Action

**2017-18 Actions/Services**

3.3 Maintenance of parent education classes to increase home supports of student academics (PIQE), discipline (Parent Project), and English as a second language for EL parents.

**2018-19 Actions/Services**

3.3 Maintenance of parent education classes to increase home supports of student academics including Parent Institute for Quality Education (PIQE). These parent programs provide strategies targeting low income students, foster youth and English learners.

**2019-20 Actions/Services**

3.3 Maintenance of parent education classes to increase home supports of student academics including Parent Institute for Quality Education (PIQE). These parent programs provide strategies targeting low income students, foster youth and English learners.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$42,000	\$42,000	\$42,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Professional/Consulting Services and Operating Expenditures.	Unrestricted Professional/Consulting Services and Operating Expenditures.	Unrestricted Professional/Consulting Services and Operating Expenditures.

Amount	\$10,000	\$1,000	\$1,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Materials and Supplies	Unrestricted Classified Salaries and Benefits	Unrestricted Classified Salaries and Benefits
Amount	NA	\$2,000	\$2,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies

#### Action 4

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

##### Students to be Served:

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

[Add Students to be Served selection here]

##### Location(s):

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

[Add Location(s) selection here]

OR

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

##### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

##### Scope of Services:

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

LEA-wide

##### Location(s):

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

All Schools

#### Actions/Services

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

New Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

3.4 Provide parent and student nutrition education (Including family wellness).

2018-19 Actions/Services

3.4 Provide parent and student nutrition education (Including family wellness),

2019-20 Actions/Services

3.4 Provide parent and student nutrition education (Including family wellness),

emphasizing the nutrition needs of low income students, foster youth, and English learners.

emphasizing the nutrition needs of low income students, foster youth, and English learners.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$122,596	\$81,976	\$82,542
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Classified Salaries and Benefits	Unrestricted Classified Salaries	Unrestricted Classified Salaries
Amount	\$3,000	\$38,862	\$42,109
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Materials and Supplies	Unrestricted Classified Benefits	Unrestricted Classified Benefits
Amount	\$300	\$3,000	\$3,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Travel/Conference	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies
Amount	\$1,500	\$350	\$350
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Printing Charges	Unrestricted Travel/Conference	Unrestricted Travel/Conference
Amount	NA	\$650	\$650
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Rentals	Unrestricted

Amount	NA	\$1,000	\$1,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Printing Charges	Unrestricted Printing Charges
Amount	NA	\$100	\$100
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Transportation	Unrestricted Transportation

## Action 5

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

### Scope of Services:

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

LEA-wide

### Location(s):

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

All Schools

## Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

3.5 District to provide home-to-school communication to discuss academic

2018-19 Actions/Services

3.5 District to provide home-to-school communication to discuss academic

2019-20 Actions/Services

3.5 District to provide home-to-school communication to discuss academic

support, discipline, career readiness, and college. Includes Blackboard Connect, to promote information to parents in a timely manner.

support, discipline, and attendance to all parents targeting communication to parents of low income students, foster youth, and English learners. Includes Aeries Communication and Attention 2 Attendance. Administrators will use Attention 2 Attendance to monitor student attendance and provide support regarding chronic absenteeism to all parents with an emphasis on African American and white student groups.

support, discipline, and attendance to all parents targeting communication to parents of low income students, foster youth, and English learners. Includes Aeries Communication and Attention 2 Attendance. Administrators will use Attention 2 Attendance to monitor student attendance and provide support regarding chronic absenteeism to all parents with an emphasis on African American and white student groups.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,714	\$87,264	\$87,264
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies

### Action 6

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Location(s):

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

[Add Location(s) selection here]

OR

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

#### Students to be Served:

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

#### 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

Specific Schools: All Middle 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 Action

Modified Action

Unchanged Action

### 2017-18 Actions/Services

3.6 Maintenance of additional 5.5 hrs. security guards for middle schools hired 2014-15. To help maintain student sense of safety.

### 2018-19 Actions/Services

3.6 Maintain 3 additional 5.5 hrs, security guards hired in Spring of 2018, and additional 5.5 hrs. security guards for middle schools in 2014-15. To help maintain safety for all students, emphasizing safety for low income students, foster youth, and English learners.

### 2019-20 Actions/Services

3.6 Maintain 3 additional 5.5 hrs, security guards hired in Spring of 2018, and additional 5.5 hrs. security guards for middle schools in 2014-15. To help maintain safety for all students, emphasizing safety for low income students, foster youth, and English learners.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$60,050	\$97,779	\$ 100,496
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Classified Salaries and Benefits	Unrestricted Classified Salaries	Unrestricted Classified Salaries
Amount	NA	\$26,507	\$ 29,986
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Classified Benefits	Unrestricted Classified Benefits

## Action 7

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

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

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Unchanged Action

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

Modified Action

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

Unchanged Action

**2017-18 Actions/Services**

3.7 Maintenance of site support staff, continue safety and discipline programs (PBIS Admin., etc.), provide academic supports/intervention classes, continue progress monitoring of students performing below grade level, coordinate and schedule academic interventions. (Assistant Principals, Program Asst.- library, bi-lingual assistant, safety intervention facilitator and includes School Resource Officer contracted by KC Sheriff's Dept.)

Materials and supplies are site discretionary and included in SPSA. Funds are used to enhance school

**2018-19 Actions/Services**

3.7 Maintenance of site support staff, continue safety and discipline programs (PBIS Admin., etc.), to provide academic supports/intervention classes, continue progress monitoring of students performing below grade level, emphasizing student data analysis for low income, foster youth, and English learners, and coordinate/schedule academic interventions. (Assistant Principals, Program Asst.- library, bi-lingual assistant, safety intervention facilitator and includes School Resource Officer contracted by KC Sheriff's Dept.)

The School Resource Officer will communicate and provide support

**2019-20 Actions/Services**

3.7 Maintenance of site support staff, continue safety and discipline programs (PBIS Admin., etc.), to provide academic supports/intervention classes, continue progress monitoring of students performing below grade level, emphasizing student data analysis for low income, foster youth, and English learners, and coordinate/schedule academic interventions. (Assistant Principals, Program Asst.- library, bi-lingual assistant, safety intervention facilitator and includes School Resource Officer contracted by KC Sheriff's Dept.)

The School Resource Officer will communicate and provide support



environment and provide interventions for students working below grade level.

regarding chronic absenteeism to parents of low income students, English learner, foster youth, African American and white students.

Materials and supplies are site discretionary and included in SPSA. Funds are used to enhance school environment and provide interventions for students working below grade level, targeting low income students, foster youth, and English learners.

regarding chronic absenteeism to parents of low income students, English learner, foster youth, African American and white students.

Materials and supplies are site discretionary and included in SPSA. Funds are used to enhance school environment and provide interventions for students working below grade level, targeting low income students, foster youth, and English learners.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$309,000	\$169,345	\$172,494
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Certificated Salaries	Unrestricted Certificated Salaries	Unrestricted Certificated Salaries
Amount	\$1,065,850	\$753,803	\$763,507
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Classified Salaries	Unrestricted Classified Salaries	Unrestricted Classified Salaries
Amount	\$464,627	\$396,520	\$425,192
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Employee Benefits	Unrestricted Employee Benefits	Unrestricted Employee Benefits

Amount	\$397,789	\$152,675	\$152,675
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Materials and Supplies	Unrestricted Certificated Salaries (site discretionary)	Unrestricted Certificated Salaries (site discretionary)
Amount	\$549,192	\$401,906	\$401,906
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Services and Operating Expenses	Unrestricted Classified Salaries (site discretionary)	Unrestricted Classified Salaries (site discretionary)
Amount	NA	\$135,988	\$135,988
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Employee Benefits(site discretionary)	Unrestricted Employee Benefits(site discretionary)
Amount	NA	\$330,094	\$330,094
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies
Amount	NA	\$406,791	\$406,791
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Services and Operating Expenses	Unrestricted Services and Operating Expenses
Amount	NA	\$142,251	\$145,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Professional Consulting Services (Resource Officer Contract)	Unrestricted Professional Consulting Services (Resource Officer Contract)

## Action 8

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners  
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

Modified Action

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

Modified Action

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

Unchanged Action

**2017-18 Actions/Services**

3.8 Maintenance of Support Services staff (Health Aides (5), Transportation Aides (5), Program Assistants: SDC (5), Psychologist (4), Nurse (1), LVN - Health Aide (1).) from 2014-15. Nurse, Psychologist, and Program Specialist from 2016-2017. Hire an additional Speech Pathologist for 2017-18.

**2018-19 Actions/Services**

3.8 In 2018-19 hire an additional Speech Pathologist and 4 additional Program Assistants. Maintenance of Support Services staff (Health Aides (5), Transportation Aides (5), Program Assistants: SDC (5), Psychologist (4), Nurse (1), LVN - Health Aide (1) from 2014-15. Nurse, Psychologist, and Program Specialist from 2016-2017. Maintain Speech Pathologist from 2017-18. These services will support all students with an emphasis to support special education students, low income students, foster youth, and English learners.

**2019-20 Actions/Services**

3.8 Maintenance of Support Services staff (Health Aides (5), Transportation Aides (5), Program Assistants: SDC (5), Psychologist (4), Nurse (1), LVN - Health Aide (1) from 2014-15. Nurse, Psychologist, and Program Specialist from 2016-2017. Maintain Speech Pathologist from 2017-18. Maintain Speech Pathologist and 4 additional Program Assistants hired in 2018-19. These services will support all students with an emphasis to support special education students, low income students, foster youth, and English learners.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$867,134	\$986,692	\$997,461
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Certificated Salaries	Unrestricted Certificated Salaries	Unrestricted Certificated Salaries
Amount	\$253,318	\$231,358	\$238,099
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Classified Salaries	Unrestricted Classified Salaries	Unrestricted Classified Salaries
Amount	\$373,549	\$433,665	\$472,128
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Employee Benefits	Unrestricted Employee Benefits	Unrestricted Employee Benefits
Amount	\$500	\$500	\$500
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies

## Action 9

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

### 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 Action

Modified Action

Unchanged Action

### 2017-18 Actions/Services

3.9 Parent Involvement. Materials to  
promote parent involvement in student  
education.

### 2018-19 Actions/Services

3.9 Parent Involvement. Materials to  
promote parent involvement in student  
education with an emphasis on supporting  
the needs of low income students, foster  
youth, and English learners.

### 2019-20 Actions/Services

3.9 Parent Involvement. Materials to  
promote parent involvement in student  
education with an emphasis on supporting  
the needs of low income students, foster  
youth, and English learners.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$10,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies
Amount	\$3,000	\$3,000	\$3,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Classified Salaries and Benefits	Unrestricted Classified Salaries and Benefits	Unrestricted Classified Salaries and Benefits

Amount	\$4,000	\$4,000	\$4,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget	Unrestricted	Unrestricted	Unrestricted
Reference	Printing Charges	Printing Charges	Printing Charges

## Action 10

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners  
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)

Specific Schools: All Middle Schools

## Actions/Services

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

Modified Action

2017-18 Actions/Services

3.10 District will support After School Sports to help promote school pride, a positive climate, and physical activity.

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

Modified Action

2018-19 Actions/Services

3.10 District will support after school sports programs to help promote school pride, a positive climate, and physical activity targeting low income students, foster youth, and English learners.

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

Unchanged Action

2019-20 Actions/Services

3.10 District will support after school sports programs to help promote school pride, a positive climate, and physical activity targeting low income students, foster youth, and English learners.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,850	\$29,450	\$29,450
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Certificated Stipends	Unrestricted Certificated Stipends	Unrestricted Certificated Stipends
Amount	\$15,600	\$8,000	\$8,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Classified Stipends	Unrestricted Classified Stipends	Unrestricted Classified Stipends
Amount	\$4,901	\$5,631	\$6,175
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Employee Benefits	Unrestricted Employee Benefits	Unrestricted Employee Benefits
Amount	\$45,000	\$45,000	\$45,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Uniforms	Unrestricted Uniforms	Unrestricted Uniforms
Amount	\$20,000	\$25,000	\$25,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Transportation	Unrestricted Transportation	Unrestricted Transportation
Amount	\$10,000	\$10,000	\$10,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Registration fees/tournaments	Unrestricted Registration fees/tournaments	Unrestricted Registration fees/tournaments

## Action 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)

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

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

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

LEA-wide

**Location(s):**

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

Specific Schools: elementary schools

**Actions/Services**

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

Modified Action

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

Modified Action

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

Unchanged Action

**2017-18 Actions/Services**

3.11 Maintenance of 3 MSW Social Workers to support all sites with high-risk students from low income, EL, and foster youth subgroups. Hire 1 additional MSW with 50% of time same description as above and other 50% of time responsible for supporting the needs of the homeless students and foster youths. Materials and supplies include behavior modification curriculum. All homeless and foster students will receive a school shirt (from their specific site) when they enroll.

**2018-19 Actions/Services**

3.11 Maintenance of 4 MSW Social Workers to support all sites with high-risk students emphasizing support to low income students, foster youth, and English learners. Materials and supplies include behavior modification curriculum.

**2019-20 Actions/Services**

3.11 Maintenance of 4 MSW Social Workers to support all sites with high-risk students emphasizing support to low income students, foster youth, and English learners. Materials and supplies include behavior modification curriculum.

**Budgeted Expenditures**



Year	2017-18	2018-19	2019-20
Amount	\$302,053	\$315,263	\$326,194
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Certificated Salaries	Unrestricted Certificated Salaries	Unrestricted Certificated Salaries
Amount	\$121,716	\$133,214	\$145,601
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Employee Benefits	Unrestricted Employee Benefits	Unrestricted Employee Benefits
Amount	\$5,000	\$5,000	\$5,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies
Amount	\$2,500	\$2,500	\$2,500
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Travel/Conference	Unrestricted Travel/Conference	Unrestricted Travel/Conference

## Action 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)

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

### 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 Action

Modified Action

Unchanged Action

### 2017-18 Actions/Services

3.12 Maintenance of additional Noon Aide supervision added in 2015-16 to ensure student safety.

### 2018-19 Actions/Services

3.12 Maintenance of additional noon aide supervision added in 2015-16 to ensure safety for all students, including low income students, foster youth, and English learners.

### 2019-20 Actions/Services

3.12 Maintenance of additional noon aide supervision added in 2015-16 to ensure student safety, including low income students, foster youth, and English learners.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$45,405	\$35,849	\$35,849
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Classified Salaries and Benefits	Unrestricted Classified Salaries	Unrestricted Classified Salaries
Amount	NA	\$4,572	\$4,565
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Classified Benefits	Unrestricted Classified Benefits

## Action 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)

### Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Unchanged Action

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

Modified Action

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

Unchanged Action

**2017-18 Actions/Services**

3.13 Maintenance of additional full time custodians and 3.5 hour mid-shift custodians to help maintain a clean campus students are proud of.

**2018-19 Actions/Services**

3.13 Maintenance of additional full time custodians and 3.5 hour mid-shift custodians to help maintain a clean campus for all students, including low income students, foster youth, and English learners.

**2019-20 Actions/Services**

3.13 Maintenance of additional full time custodians and 3.5 hour mid-shift custodians to help maintain a clean campus for all students, including low income students, foster youth, and English learners.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$427,494	\$298,771	\$305,488
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Classified Salaries and Benefits	Unrestricted Classified Salaries	Unrestricted Classified Salaries

Amount	NA	\$151,554	\$162,870
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget	Unrestricted	Unrestricted	Unrestricted
Reference	NA	Classified Benefits	Classified Benefits

## Action 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)

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

### Scope of Services:

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

LEA-wide

### Location(s):

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

Specific Schools: Three schools per year

## Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

### 2017-18 Actions/Services

3.14 Installation of Security Cameras at 3 sites a year for student safety.

### 2018-19 Actions/Services

3.14 Installation of security cameras at 4 sites a year to ensure safety for all students with an emphasis on low income students, English learners, and foster youth.

### 2019-20 Actions/Services

3.14 Installation of security cameras at 4 sites a year to ensure safety for all students with an emphasis on low income students, English learners, and foster youth.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$573,224	\$626,000	\$626,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget	Unrestricted	Unrestricted	Unrestricted
Reference	Materials and Supplies	Materials and Supplies	Materials and Supplies

## Action 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)

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

### Scope of Services:

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

LEA-wide

### Location(s):

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

All Schools

## Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

### 2017-18 Actions/Services

3.15 Addition of shade structures at sites to provide safety and promote positive climate.

### 2018-19 Actions/Services

3.15 Addition of shade structures, tables and benches at sites to provide safety and promote a positive climate for all students, principally directed to support the needs of low income students, foster youth, and English learners.

### 2019-20 Actions/Services

3.15 Addition of shade structures, tables and benches at sites to provide safety and promote a positive climate for all students, principally directed to support the needs of low income students, foster youth, and English learners.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000,000	\$2,000,000	\$1,679,886
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies	Unrestricted Materials and Supplies

## Action 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)

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

### Scope of Services:

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

LEA-wide

### Location(s):

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

All Schools

## Actions/Services

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

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

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

New Action

Unchanged Action

2017-18 Actions/Services

No Action in 2017-18

2018-19 Actions/Services

3.16 Provide an Administrator of School Safety and Student Supports to oversee Multi-Tier Systems of Support (MTSS) to all students with an emphasis on

2019-20 Actions/Services

3.16 Provide an Administrator of School Safety and Student Supports to oversee Multi-Tier Systems of Support (MTSS) to all students with an emphasis on

homeless and white student groups. Also, this administrator will oversee the implementation of school safety plans, and coordinate parent engagement activities targeting low income students, foster youth, and English learners. Including professional development and supplies.

homeless and white student groups. Also, this administrator will oversee the implementation of school safety plans, and coordinate parent engagement activities targeting low income students, foster youth, and English learners. Including professional development and supplies.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	\$130,404	\$131,404
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Certificated Salary	Unrestricted Certificated Salary
Amount	NA	\$41,462	\$44,899
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Certificated Benefits	Unrestricted Certificated Benefits
Amount	NA	\$2,000	\$2,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Materials and Supplies	Unrestricted
Amount	NA	\$5,000	\$5,000
Source	Concentration/Supplemental	Concentration/Supplemental	Concentration/Supplemental
Budget Reference	Unrestricted NA	Unrestricted Travel/Conference	Unrestricted Travel/Conference

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$25,944,584

Percentage to Increase or Improve Services

35.63%

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

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

The district's LCAP goals are intended to support all students and are principally directed to our high need students in order to achieve the program's goals for its unduplicated students.

Unduplicated students are identified as low income students, as English learners (EL), or as foster youth. Student enrollment in the Greenfield Union School District program is 91.39% unduplicated, with the following site unduplicated information:

- Fairview Elementary = 97.89%
- Granite Point Elementary = 83.90%
- Greenfield Community = 100.00%
- Greenfield Middle = 94.03%
- Horizon Elementary = 91.90%
- Leon H. Ollivier Middle = 90.21%
- McKee Middle = 89.50%
- Plantation Elementary = 96.48%
- Planz Elementary = 92.54%
- Raffaello Palla Elementary = 92.96%
- Valle Verde Elementary = 89.74%
- W.A. Kendrick Elementary = 91.91%

Due to the high unduplicated student count district-wide, the district's only reasonable, responsible, and appropriate course of action is to ensure educational equity for all students. Funding is being used to provide students with access to core curriculum, remove



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).

barriers in the education process, support a positive social and emotional well-being, provide a safe and positive learning environment, and increase performance levels so all students are prepared for high school.

Since the district serves a 91.39% unduplicated pupil population, all school wide or LEA wide actions/services will target and support the use of concentration/supplemental funding. After analyzing input from all stakeholders, the district will address various priority areas affecting classroom instruction, attendance, parent involvement, technology, facilities, and daily operations. Our technology focus will continue with the Technology Refresh Plan to keep technology updated, and purchase one-to-one devices for 3rd-8th grade students to prepare them for 21st Century skills. We will continue maintenance of additional certificated staff hired at sites to reduce class sizes and support student academic achievement. The district has increased support for unduplicated students by increasing personnel to monitor of students who perform below grade level. This includes the Academic Coach who evaluates and monitors performance data to provide small group instruction/intervention for targeted groups, including homeless, foster youth, and English learners. We will continue to implement the consistent use of STAR Reading and Math assessments. Data will be used to identify students for intervention with emphasis on low income pupils, foster youth, homeless, and English learners. Site administrators will monitor ELD curriculum implementation, English learner student performance data, and program needs. Student engagement will increase with the inclusion of technology/computer based programs in math and ELA. Programs such as PIQE will be offered to increase parental involvement and build a relationship with community members and other stakeholders. In an effort to meet the needs of our advanced students, GATE classes will be maintained and additional STEM classes will be added. The district will continue implementation of Positive Behavior Interventions Supports (PBIS) to improve student behavior and improve school climates. Social Workers (MSWs) will continue to improve mental and emotional health in the educational setting by performing behavioral, social, emotional, and mental health assessments. The MSWs will also coordinate case management and individual and group therapy to assist in supporting the needs of homeless students and foster youths. With temperatures often exceeding 90 degrees or more for approximately five months of the instructional year, the need for safe and accessible outdoor areas to engage students in the many outdoor learning opportunities offered by the district are vital. The district will install shade structures, tables and benches providing shade for planned primary learning stations, outdoor learning "classroom", and physical education stations. The intent of this action item is to provide increased access for unduplicated students to engage in campuses that enrich learning and promote attendance and participation with its success measured by increased student attendance, a reduction in chronic absenteeism, Needs Assessment Surveys, and increased participation/engagement in the after school program and site intervention programs. The Administrator of School Safety and Student Supports will oversee Multi-Tier Systems of Support (MTSS), the implementation of school safety plans, and coordinate parent engagement activities targeting low income students, foster youth, and English learners. The

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).

Greenfield Union School District is dedicated to students, staff, parents, and community members. Goal 1 Actions 1-7, Goal 2 Actions 1-18, and Goal 3 Actions 1-16 will be funded and provided on a school-wide or district-wide basis.

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$\$21,415,993

31.46%

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

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

The Greenfield Union School District serves a 91% unduplicated pupils population. Therefore, all school wide or LEA wide actions/services will target and support the use of concentration/supplemental funding. After analyzing input from all stakeholders, the district will address various priority areas affecting classroom instruction, attendance, parent involvement, technology, facilities, and daily operations. We will continue maintenance of additional certificated staff hired at sites to reduce class sizes and support student academic achievement. The district has increased support for unduplicated students by increasing personnel to support monitoring of students who perform below grade level. This includes the Academic Coach, who evaluates and monitors performance data to provide small group instruction/intervention for targeted groups, including homeless, foster, and English learners. We will continue to implement the consistent use of STAR Reading and Math assessments. Data will be used to identify students for intervention with emphasis on low income pupils, foster youth, homeless, and English learners. The ELD Curriculum Specialist will monitor ELD curriculum implementation, ELL and RFEP student performance data, and program needs. Student engagement will increase with the inclusion of technology/computer based programs in Math and ELA. Programs such as Parent Project, PIQE, and English as a second language classes will be offered to increase parental involvement and build a relationship with community members and other stakeholders. In an effort to meet the needs of our advanced students, GATE classes will be maintained and additional STEM classes will be added. The district will continue implementation of Positive Behavior Interventions Supports (PBIS) to improve student behavior and improve school climates. Three Masters of Social Workers (MSWs) have been hired to improve mental and emotional health in the educational setting by performing behavioral, social, emotional, and mental health assessments. The MSWs will also coordinate case management, individual and group therapy. One additional MSW will be hired, and will spend 50% of the time responsible for supporting the needs of the homeless students and foster youths. Our technology focus will continue with the Technology Refresh Plan to keep technology updated, and purchase one-to-one devices for 3rd-8th grade students to prepare them for 21st Century skills. The Greenfield Union School District is dedicated to students, staff, parents, and community members.

#### LEA-wide and Schoolwide Use of Funds

Student enrollment in the Greenfield Union School District program is 91% unduplicated, with the following site unduplicated information:

- Fairview Elementary =96%
- Granite Point Elementary =83%
- Greenfield Community =90%
- Greenfield Middle =93%
- Horizon Elementary =92%
- Leon H. Ollivier Middle =89%

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).

- McKee Middle =88%
- Plantation Elementary =97%
- Planz Elementary =93%
- Raffaello Palla Elementary =92%
- Valle Verde Elementary =91%
- W.A. Kendrick Elementary =91%

Unduplicated students are identified as socioeconomically disadvantaged, as English Learners (EL), or as foster youth. Due to the high unduplicated student count districtwide, the district's only reasonable, responsible, and appropriate course of action is to ensure educational equity for all students. Funding is being used to provide students with access to core curriculum, remove barriers in the education process, support a positive social and emotional well-being, provide a safe and positive learning environment, and increase performance levels so all students are prepared from high school. Goal 1 Actions 1-8, Goal 2 Actions 1-11, and Goal 3 Actions 1-15 are principally directed to our high need students in order to achieve the program's goals for its unduplicated students.

# 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/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

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

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

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

## Goals, Actions, and Services

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

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

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



### **New, Modified, Unchanged**

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

### **Goal**

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

### **Related State and/or Local Priorities**

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

### **Identified Need**

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

### **Expected Annual Measurable Outcomes**

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

### **Planned Actions/Services**

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

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

#### **Students to be Served**

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

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

#### Location(s)

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

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

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

#### Students to be Served

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

#### Scope of Service

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

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

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

#### Location(s)

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

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

## **Actions/Services**

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

### **New/Modified/Unchanged:**

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

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

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

## **Budgeted Expenditures**

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

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

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

## Demonstration of Increased or Improved Services for Unduplicated Students

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

### Estimated Supplemental and Concentration Grant Funds

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

### Percentage to Increase or Improve Services

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

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

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

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

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

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

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

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

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

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

**Priority 2: Implementation of State Standards** addresses:

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

**Priority 3: Parental Involvement** addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

**Local Priorities** address:

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

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
  - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
  - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
  - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
  - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
  - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.



# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

## Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## **Guiding Questions: Goals, Actions, and Services**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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