

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

Muroc JUSD

Contact Name and Title

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2017-20 Plan Summary

The Story

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

Muroc Joint Unified School District is a K-12 unified school system of approximately 1,900 students, located in the Mojave Desert approximately 110 miles northeast of Los Angeles. It was founded as an elementary school in 1911, with one teacher and less than a dozen students. The school house was located at Edwards Air Force Base. Boron students were bused to the air base for their education. As the area became more populated, another school was established in 1929, in Boron. The schools became a unified district in 1953, encompassing 578 square miles in Kern and San Bernardino counties.

The District serves the communities of Boron, North Edwards, and Edwards Air Force Base, and maintains four school sites and an adult learning center. A comprehensive junior-senior high school and TK-6 elementary school are located in Boron and a comprehensive junior-senior high school and TK-6 elementary school are located on Edwards Air Force Base. All of these schools have been awarded "California Distinguished School" status. The district is currently in the process of modernizing all school sites, with some facilities being completely replaced and one school being reopened for TK-3rd grades at Edwards Air Force Base. In order to accomplish this, the district passed a 21 million dollar school construction bond in November 2016 to support the construction projects of the schools in Boron. Additionally, in the spring of 2017, the district was awarded 80 million dollars by the Office of Economic Adjustment related to the Department of Defense Public Schools on Military Installations Program. This money is being used to improve schools located on the base. The district retained WLC Architectural Services and WLC Construction Services for design and construction services respectively. The district is working with stakeholders from each community to ensure that the upgrades and improvements to the schools will best serve students for the next fifty years.

Muroc students have been a continual source of pride. From the early mining and flight test eras to today, they have netted top awards in everything from leadership and scholarship, to sports and fine arts. Over the years, a good number of our students have returned as fully credentialed teachers, support staff, and administrators, to support students with sincere concern in the district and the area where they grew up.

LCAP Highlights

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

The District has established the following LCAP goals to meet the needs of all students:

Goal 1—100% of all classroom instruction will be based on Math common core standards by 2016-17 and ELA common core standards by 2017-18, and will be evidenced by rigorous content and the application of knowledge through higher order thinking skills.

Goal 2—All students will progress towards meeting the minimum proficiency requirements and decrease achievement gaps as indicated on district benchmark assessments and CAASPP Summative assessments (after baseline data has been established in 2015-16).

Goal 3—The district will complete 100% of the projects identified for the 2015-16 seven year facility plan.

Goal 4—By the end of the 2018 school year, the District will decrease habitual student truancy by 45% compared to the baseline data established during the 2014-15 academic year.

Goal 5—The district will expand the course offerings and establish career pathways for career readiness as determined by research done in 2014-15.

Goal 6—The district will actively seek to increase parent involvement in the schools/district academic programs/committees as measured by the parent survey and participation records of held meetings.

These goals support the goals established by the board for all students in the district:

1. Our students will be held to a very high standard of academic achievement preparing them for future success in higher education, careers and for life as productive citizens.
2. We will have well maintained, modern and appealing facilities to better support student learning, staff productivity and community safety.
3. We support the development of technology for instructional and administrative efficiency and preparing all students for the new digital age.
4. We are effective stewards of existing fiscal resources while developing additional funding for current programs, new initiatives, competitive employee compensation and a strong reserve.
5. All members of our educational community engage in positive interpersonal relationships promoting a team culture of cooperation, trust and respect.
6. Arts, athletics and student clubs are essential parts of the school experience and support increased student engagement, retention and achievement.
7. We promote physical and mental health through programs that encourage healthy living, improved nutrition, and access to personal counseling.

The district passed a general obligation bond in November 2016 for 21 million dollars to address the aging school facilities at West Boron Elementary School and Boron Jr/Sr High School, and received 80 million dollars in Federal grant monies to address Branch Elementary School and Desert Jr/Sr High School. Facility monies spent were in align with findings for FIT reports and projected projects in the 7-year facility plan. (State Priority 1)

The district moved into the second year of the recent math adoption with subsequent adjustments to aligning instruction with benchmark assessments. A new ELA curriculum was adopted to be used beginning the 2017/2018 school year via a textbook adoption committee consisting of teachers representing grades TK-12. Learning Directors attended as well, and helped to facilitate the process. As needed, teachers were given opportunities to visit each other classrooms on site to observe best practices related to working with English learners, socioeconomically disadvantaged students, students with special needs, and any additional support related to the recent math adoption. A district-wide professional development calendar was created for the year. Pacing guides and new report cards based on the common core standards were not created and these are areas that the district will be exploring after the implementation of the new ELA adoption. (State Priority 2)

Historically, the district has experienced very low parent turn out for LCAP meetings. Meetings have been held at various times throughout the day, at the district office and at each school site, in conjunction with other district-related meetings, and related to other district business. For the 2016-17 school year, in addition to two meetings being held at the district office which addressed the LCAP, the district sent representatives to three community meetings sponsored by other community groups to discuss district goals, plans, and programs related to the LCAP. The district also attended two town hall meetings sponsored by the local community to discuss the same topics. The district will continue to attend these and other available forums to discuss the LCAP with community members. (State Priority 3)

The district continued to use Think Central to administer standards-based benchmark assessments. Multiple assessments were given throughout the school year to students in grades 3-11. Data from these assessments assisted teachers and Learning Directors in identifying students who needed academic supports. The district made significant progress in providing tiered levels of academic supports this year. Academically, the district invested in "My Lexia", an on-line and paper-based intervention tool with embedded assessments and supports for students struggling academically. These interventions began in December 2016 and were offered to all students TK-6 at each elementary school site for the first year. Learning Directors coordinated with teachers using benchmark assessments, daily grades, and state assessment data to identify students needing support and to determine those supports for specific students. Students would receive support based on need, through *My Lexia* in their classroom setting and would continue to receive support until demonstrating mastery in areas of deficiency. (State Priority 4)

Students are held to a high level of accountability regarding behaviors, including school attendance. Due to our smaller comprehensive high schools, students are able to receive the individual attention necessary to assist them in meeting their social, emotional, behavioral, and academic needs. To help in these areas, the district utilized a variety of specific experts to provide necessary supports. Learning Directors focused on classroom instruction, assessment data, and any needed academic supports. Beginning the 2016/2017 school year the district also hired an additional counselor at each high school to support English Learners, Foster Youth, and Socioeconomic Disadvantaged students to promote school attendance and academic success. These counselors also support the students at each high school's feeder elementary schools as well as conduct home visits with site administration, and provide on-site counseling services to students as needed. Part of the school counselor's responsibilities was to address students demonstrating poor school attendance. (State Priorities 5 & 6)

Beginning the 2016-17 school year the district added an additional CTE instructor at each comprehensive high school. CTE course offerings were expanded to include the following courses:

Construction Technologies—16 students

Advanced Construction Technologies—1 student

Industrial Technologies—24 students

Advanced Industrial Technologies—3 students

Design Graphics—32 students

Web Design—84 students

Graphic Production—11 students

Business Management—11 students

Publications—13 students

The district also expanded music classes into the elementary schools for grades 4-6 by hiring one additional music teacher. To address the need for adults in the community that lack a high school diploma, the district opened the Lynch Learning Center Adult School. Classes are offered two nights a week. Six students graduated with an adult education diploma in June 2017. The district also partnered with Cerro Coso community college to offer Dual enrollment courses in US History, Government, and Economics at Boron Jr/Sr High School. The district plans to expand these courses to include English and Algebra for the 2017-18 school year. Students at Desert Jr/Sr High School were offered AP courses in English Literature, English Language, Chemistry, Physics, U.S. History, European History, and Calculus. The school is expanding into Art, Government, and Statistics. (State Priorities 7 & 8)

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

Graduation rates continue to be a source of pride for the district and the community. All schools are showing blue on the Dashboard, with a 96.9 % graduation rate and an increase of 1.6%. Academic counselors, teachers, support staff, and administration all work together to support students throughout in ultimately obtaining a high school diploma. The district also recognized the importance of assisting those in the community who have not obtained a high school diploma and subsequently opened an adult learning center. The district graduated 6 adult education students in 2016-2017 and 7 in 2017-2018. In this setting, adults who have not obtained a high school diploma attend night classes twice a week and earn credits towards an adult education diploma. The district also provided college classes two nights a week through the adult learning center for entry-level college preparedness courses. Students attending each high school have opportunities to earn college

credits through Cerro Coso Community College while taking high school classes. For the first time, students at Boron High School are able to earn college credits while working concurrently on high school credits. Through the National Math and Science Initiative (NMSI) students at Desert High School have also been given opportunities to attend additional AP courses. NMSI is a federal grant program that supports schools serving military dependent children. Desert High School became only the 2nd school in California to receive grant monies and have increased their AP offerings and supports to students in AP classes such as Saturday learning sessions, test tuition assistance, and monetary incentives for students who obtain qualifying AP scores.

The district has received monies through the CTEIG grant and expanded CTE course offerings at each high school in the industry sectors of Building and Construction Trades and Manufacturing and Product Development. Each high school previously had one CTE teacher. The district has doubled the amount of CTE instructors this year as well as sections of CTE related courses. The district has also received monies through the Adult Education Block Grant and have used monies to support the adult learning center classrooms and welding program held at Boron High School in the evenings.

The district provides a safe learning environment for students. Students are held to a high level of accountability regarding behaviors and they meet the expectations. Due to our smaller comprehensive high schools, students are able to receive the individual attention necessary to assist them in meeting their social, emotional, behavioral, and academic needs. To help in these areas, the district utilizes a variety of specific experts to provide necessary supports. Learning Directors focus on classroom instruction, assessment data, and any needed academic supports. Beginning the 2016/2017 school year the district also hired an additional counselor at each high school to support English Learners, Foster Youth, and Socioeconomic Disadvantaged students to promote school attendance and academic success. These counselors also support the students at each high school's feeder elementary schools as well as conduct home visits with site administration, and provide on-site counseling services to students as needed. Due to the low percentage of EL students, the district's EL Coach is able to work individually with each EL student and their teacher(s) to ensure that they receive necessary supports. The district also has over 85% of English Learners progressing as shown by CAASPP ELA scores. The EL students in 2017 showed an increase of 13.2 points in ELA and an increase of 4.3 points in math. The EL Coach promotes and monitors access to Rosetta Stone for all EL students and their families free of charge.

Test scores declined 7.7 points in ELA and 8.3 points in math in 2017. The district increased ELA scores by 15% and Math scores by 17%. The district is still slightly below the state averages, but is increasing at a greater rate than the state. The district introduced a Response to Intervention (RTI) program this year district-wide called My Lexia. Students were able to access this online program with tiered levels of intervention and were identified via benchmark testing data, state testing data, classroom grades, and teacher recommendations. Learning Directors directly monitor the effectiveness for each student. The district has also increased efforts to recruit and retain highly qualified teachers for students. Teacher recruitment has expanded internationally and signing bonuses are offered in difficult-to-fill positions such as special education, math, and science. The district recognizes the importance of high-quality instruction by highly qualified teachers, and benchmark and state test scores indicate the improvement of instruction in the classroom.

In order to build on current successes, the district plans to retain specific supports listed above. The district recognizes that many of these supports are still relatively new and no major adjustments will be made to staffing supports or the programs that have been put into place. The district will continue with the current RTI program while expanding access as needed. Learning Directors, Counselors, and EL Coach provide excellent support to students, teachers, and administration and will remain with minor adjustments to work duties to better support student learning. For example, school counselors will work with school psychologists starting the 2017/2018 school year to provide increased social supports to students who demonstrate behavior issues. The district EL Coach will

also work with any foster or homeless students in the district and will represent the district in this area.

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

Greatest Needs

The Dashboard reports for suspension rates show all students were in orange, foster youth were red, and students with disabilities were red, the Hispanic population were red and the white population were orange. 7.4% of the 148 Hispanic students were suspended at some point during the school year an increase of 4.8%. In order to address this area, site administration will coordinate with site counseling staff to work with students exhibiting adverse behavior on campus. Site counselors and classroom teachers will provide necessary supports to assist students in improving their behavior on a case by case basis ensuring individually tailored support. The district is also addressing improvement of classroom management and redesigning discipline policies at each site to reduce the number of suspensions.

The most significant testing discrepancies include students with disabilities. In Mathematics, of the 105 students who tested, their scores averaged 136 points below level 3 and maintained at -2.5 points as shown on the California Dashboard. Of the 106 students who tested in English Language Arts (ELA) the average score was 111.8 points below level 3 representing a -7.3 point decrease. To address these test scores, students who score below level 3 will be given priority status for academic interventions. Learning Directors will use testing data to identify these students, and working with site administration and teachers, will coordinate consistent and relative RTI strategies into their school day. The district faces the same struggles due to the California teacher shortage as most other districts and has invested significant time and resources to recruit and retain highly qualified special education teachers. With this in mind, the district has hired two additional special education teachers who are new to the teaching profession and will be placed in tandem with veteran special education teachers to help train them. These teachers will spend the first year sharing a case load with their mentor teacher and both teachers will be available to provide extra services to struggling students in special education. Benchmark assessments will be used to track academic growth for all students and adjust individual RTI supports as needed.

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

Although there are several categories of students in orange and red, there are no performance gaps per the dashboard. All students, white and Hispanic populations are in orange for ELA and Math

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

To strengthen our support for English Learner students, during the 2018/2019 school year, the current English Learner Coach will continue serve as the district Foster Youth Coordinator. This position will continue to coordinate services in the local and regional areas to support these students. They will also coordinate with the school counselors to provide continued counseling support as needed and will work with Learning Directors and teachers to ensure that these students have the necessary supports academically, socially, and emotionally. This work will also be coordinated and supported in conjunction with district and site administration.

West Boron Elementary has 65% low income student population. The district, in lieu of teacher layoffs, feels that it is imperative to avoid combination classes as much as possible so that targeted students are placed in classrooms with only their grade level peers. For this reason the district shall retain 2 additional teachers instead of absorbing these position creating a less than desirable grade level structured classrooms.

The district recognizes that student attendance is essential for mastering standards. For this reason, Boron Junior- Senior High School, which has 58% low income students, will have a dedicated attendance secretary who will assist site administration in tracking and addressing student attendance. The district feels that this dedicated position will aid in improved accuracy of student attendance monitoring and reporting to site and district leadership.

The district recognizes that the district wide suspension rate is high based on California Dashboard. To support teachers and students by helping reduce the suspension rate the district is adding Psychologist to assist with PBIS district wide.

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	\$ 21,286,585
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$1,706,709

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

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

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DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$ 15,695,546

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

100% of all classroom instruction will be based on Math common core standards by 2016-17 and ELA common core standards by 2017-18, and will be evidenced by rigorous content and the application of knowledge through higher-order thinking skills.

State and/or Local Priorities addressed by this goal:

State Priorities: 2 The implementation of state board adopted academic content and performance standards for all students
Local Priorities: NA

Annual Measureable Outcomes

Expected	Actual
Based on site/district administration classroom walkthroughs and observations 100% of each classroom instruction will be aligned to CCSS math.	100% of each classrooms' instruction was aligned to common core math as evidenced by walkthroughs, lesson plans, and district benchmark/CAASPP assessment data.
Based on site/district administration classroom walkthroughs and observations 100% of each classrooms' instruction will be aligned to CCSS ELA/ELD.	Based on site/district administration classroom walkthroughs and observations 100% of each classrooms' instruction was aligned to CCSS ELA/ELD.
Based on site/district administration classroom walkthroughs and observations 75% of each classrooms' instruction will be aligned to CCSS NGSS.	Based on site/district administration classroom walkthroughs and observations 75% of each classrooms' instruction was aligned to CCSS NGSS.

Expected

Actual

100% of all EL students will be given 30 minutes of designated instruction and integrated ELD every day.

100% of all EL students will be given 30 minutes of designated instruction and integrated ELD every day.

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
Provide four Learning Directors district wide to assist teachers with instructional practices and coordinate educational support services.	Four Learning Directors were in place district wide to assist teachers with instructional practices and coordinate educational support services.	308,320 Supplemental 1000-1999: Certificated Personnel Salaries Employee Cost for Learning Directors 108,726 Supplemental 3000-3999: Employee Benefits	308,320 Supplemental 1000-1999: Certificated Personnel Salaries Employee Cost for Learning Directors 108,726 Supplemental 3000-3999: Employee Benefits

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide support and training for ELA adopted materials.	ELA teachers attended a one day training before school started.	20,000 Base 1000-1999: Certificated Personnel Salaries Teacher Release and consultants/trainers	20,000 Base 1000-1999: Certificated Personnel Salaries Teacher Release and consultants/trainers

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		4000 Base 3000-3999: Employee Benefits	4000 Base 3000-3999: Employee Benefits

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide training in best practices for English Language Learners for teachers.	Training in best practices for English Language Learners for teachers was conducted during collaboration meetings throughout the district.	1,500 Supplemental 1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits	1,500 Supplemental 1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide training in best practices for Socioeconomically Disadvantaged students.	Training in best practice Socioeconomically Disadvantaged students for teachers was conducted during collaboration meetings throughout the district.	1,500 Supplemental 1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits	1,500 Supplemental 1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide teachers of students with special needs to attend classes for added authorizations according to student enrollment.	Teachers of students with special needs attended classes and trainings at the county office.	1,500 Base 1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits	1,500 Base 1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase any additional math books per enrollment and ELA materials from the most recent ELA adoption.	Textbooks were purchased so every student had a textbook checked out to them.	33,000 Base 4000-4999: Books And Supplies Cost of books/materials	33,000 Base 4000-4999: Books And Supplies Cost of books/materials

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue training on math/ELA adopted materials as needed for newly hired staff members.	New teachers attended a district wide training prior to the start of school.	1,500 Base 1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits	1,500 Base 1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL Coach will continue to work with teachers on ELD program.	EL Coach continued work with teachers of ELL students district wide.	80,946 Supplemental 1000-1999: Certificated Personnel Salaries 27,867 Supplemental 3000-3999: Employee Benefits	80,946 Supplemental 1000-1999: Certificated Personnel Salaries 27,867 Supplemental 3000-3999: Employee Benefits

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue benchmarks and create common core aligned report cards	Continued benchmarks and will create common core aligned report cards	17,200 Base 5000-5999: Services And Other Operating Expenditures Cost of data management system	17,200 Base 5000-5999: Services And Other Operating Expenditures Cost of data management system

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue google apps training, carts as needed	Continued google apps training, carts as needed	45,000	45,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		Title VI 4000-4999: Books And Supplies Purchase 4 Chromebook carts	Title VI 4000-4999: Books And Supplies Purchase 4 Chromebook carts

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continuing with 30 minutes of designated ELD Instruction	Continued with 30 minutes of designated ELD Instruction.	No Cost	No Cost

Analysis

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

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

The district moved into the third year of the recent math adoption with subsequent adjustments to aligning instruction with benchmark assessments. A new ELA curriculum was adopted and used beginning the 2017/2018 school year with all ELA teachers. K-12 attending training at the beginning of the school year. Learning Directors attended as well, and helped to facilitate the process. As needed, teachers were given opportunities to visit each other classrooms on site to observe best practices related to working with English learners, socioeconomically disadvantaged students, students with special needs, and any additional support related to the recent math adoption. A district-wide professional development calendar was created for the year. New standards-based report cards (based on the common core state standards) have not yet been created, but these are areas that the district will be exploring after the implementation of the new ELA adoption.

Actions 1-11 with the exception action 9 were all implemented.

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

The district recognizes the benefits of teacher collaboration. By allowing teachers to observe effective classroom strategies, and coordinate with Learning Directors, the district is moving in a better direction regarding supporting new or struggling teachers. The next step for the district in this work is better documentation of visits, and the results of changes in practices due to those observations. Learning Directors have proven to be a good resource to teachers who may otherwise not seek assistance from site administration. Learning Directors were also an integral part of the district's ELA implementation. They were able to facilitate teacher focus groups and maintain the focus on adopting the best materials for all student groups.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was little to no difference between Budgeted Expenditures and Estimated Actual Expenditures.

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.

Goal 1 Action 7 funding change from base to supplemental. The district is not making any other changes to this goal as we are continuing to stay the course to allow time to analyze results.

Goal 2

All students will progress towards meeting the minimum proficiency requirements and decrease achievement gaps as indicated on district benchmark assessments and CAASPP Summative assessments (after baseline data has been established in 2015-16).

State and/or Local Priorities addressed by this goal:

State Priorities: 4 Pupil Achievement

Local Priorities: NA

Annual Measureable Outcomes

Expected	Actual
ELA-54% Math-39%	ELA-47% Math-34%
API—NA	API--NA
Percent of students completing UC/CSU required courses-48% District-Wide	43%
Percent of students completing a CTE Course Sequence- 60% CTE completion rate	52%
Establish baselines within the ELPAC	Transitioning to ELPAC
EL reclassification rate- 50%	81%
Percent of students who passed AP exams with a score of 3 or higher- 25%	27% earned a 3 or higher on the AP exam.
Early Assessment Project (EAP) College Ready rates for math and ELA -ELA, 11% -Math, 5%	ELA-26% Math-14%

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
Analysis of data from previous year's benchmark assessments and state testing, and adjustment of instruction to meet student needs.	District reviewed data from this year's benchmark assessments and state testing, and adjustment of instruction to meet student needs.	No Cost	No Cost

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain and monitor effectiveness of Rosetta Stone.	Maintained and monitored effectiveness of Rosetta Stone.	17,000 Supplemental 5000-5999: Services And Other Operating Expenditures Maintain Rosetta Stone Licenses	17,000 Supplemental 5000-5999: Services And Other Operating Expenditures Maintain Rosetta Stone Licenses

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Monitor effectiveness of EL curriculum and the success of proficiency level groups. Provide continued professional development for new staff on the EL curriculum.	Teachers analyzed data in regards to ELL students and new staff attended training prior to the start of the school year.	1,500 Supplemental 1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits	1,500 Supplemental 1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The district will attend McKinney Vento trainings annually.	The district attended McKinney Vento trainings.	No cost	No cost

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Focus on maintaining established partnerships with other agencies to provide uniform services to foster students.	District maintained established partnerships with agencies to provide uniform services to foster students.	500 Base 1000-1999: Certificated Personnel Salaries Travel and release time	500 Base 1000-1999: Certificated Personnel Salaries Travel and release time

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Monitor participation in grant opportunities to assistance with AP exam fees.	Continued participation with NMSI for grant opportunities to assist with AP exam fees.	No cost	No cost

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Expand concurrent enrollment opportunities for students at each Jr/Sr High School.	Expanded concurrent enrollment opportunities for students at each Jr/Sr High School.	No Cost	No Cost

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Evaluate interventions and adjust as necessary.	Evaluated interventions and adjusted as necessary.	2,000 Supplemental 4000-4999: Books And Supplies Materials and instructional materials	2,000 Supplemental 4000-4999: Books And Supplies Materials and instructional materials

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Monitor use of parent portal by staff members and ensure new staff are trained at implementing within their classrooms at all grade levels.	Monitored use of parent portal by staff members and ensure new staff are trained at implementing within their classrooms at all grade levels.	No Cost	No Cost

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Social awards based on PBIS will be developed by individual schools to support 'buy-in' and incentives.	Social awards based on PBIS were developed by individual schools to support 'buy-in' and incentives.	2,000 Supplemental 4000-4999: Books And Supplies Awards and Incentives	2,000 Supplemental 4000-4999: Books And Supplies Awards and Incentives

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Evaluate the promoted positive student attributes and revise as needed based on the needs of the district.	Evaluated the promoted positive student attributes and revise as needed based on the needs of the district.	No Cost	No Cost

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Addition of counselors focused on truancy/attendance, home-life, and supporting underserved students. Targeting unduplicated and at-risk students.	Addition of counselors focused on truancy/attendance, home-life, and supporting underserved students. Targeting unduplicated and at-risk students.	130,000 Supplemental 1000-1999: Certificated Personnel Salaries 48,200 Supplemental 3000-3999 Employee Benefits	130,000 Supplemental 1000-1999: Certificated Personnel Salaries 48,200 Supplemental 3000-3999 Employee Benefits

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Addition of new music teacher to increase availability of music program beyond district baseline at the Boron Schools.	Addition of new music teacher increased availability of music program beyond district baseline at the Boron Schools.	53,000 Supplemental 1000-1999: Certificated Personnel Salaries 22,000 Supplemental 3000-3999	53,000 Supplemental 1000-1999: Certificated Personnel Salaries 22,000 Supplemental 3000-3999

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		Employee Benefits	Employee Benefits

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Expansion of computer lab time in lab and library to provide opportunities for parent computer access, college and career presentations, and other activities targeting at-risk students.	Expansion of computer lab time in lab and library provided opportunities for parent computer access, college and career presentations, and other activities targeting at-risk students.	16,000 Supplemental 2000-2999: Classified Personnel Salaries Computer lab additional time 4,000 Supplemental 3000-3999 Employee Benefits 12,700 Supplemental 2000-2999: Classified Personnel Salaries Library additional time 3200 Supplemental 3000-3999 Employee Benefits	16,000 Supplemental 2000-2999: Classified Personnel Salaries Computer lab additional time 4,000 Supplemental 3000-3999 Employee Benefits 12,700 Supplemental 2000-2999: Classified Personnel Salaries Library additional time 3200 Supplemental 3000-3999 Employee Benefits

Analysis

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

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

Two counselors were added to focus on truancy/attendance, home-life, and supporting underserved students. Targeting unduplicated and at-risk students. A music teacher was added to allow music to be offered at the elementary level. The district continued to implement My Lexia as an intervention tool for students who are identified as at-risk. PBIS incentive awards were implemented at individual school sites.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. The results of the ELA and Math CAASPP scores were below what was expected.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no differences between Budgeted Expenditures and Estimated Actual Expenditures.

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.

Goal 2, Action 5, funding source was changed from base to supplemental. Goal 2, Action 11 will be discontinued due to its ineffectiveness.

Goal 3

The district will complete 100% of the projects identified for the 2015-16 seven year facility plan.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 Basic Services

Local Priorities: NA

Annual Measureable Outcomes

Expected	Actual
Review of projects completed on 7 year facilities plan. Progress made on items identified on Williams Facility Inspection Tool (FIT) walks.	Review of projects completed on 7 year facilities plan. Progress made on items identified on Williams Facility Inspection Tool (FIT) walks.
A. Number/rate of teachers not fully credentialed: 2	A.Number/rate of teachers not fully credentialed : 0
A. Number/rate of teachers teaching outside of subject area competence: 0	A.Number/rate of teachers teaching outside of subject area competence: 0
A. Number/rate of teachers teaching ELs without authorization: 0	A.Number/rate of teachers teaching ELs without authorization: 0
A. Number/rate of core classes taught by HQTs: BHS - 33 and DHS – 63	a.Number/rate of core classes taught by HQTs: BHS - 33 and DHS - 63
B. Number/rate of students lacking their own textbook: 0	B.Number/rate of students lacking their own textbook: 0
C. Overall Facility rating from Facility Inspection Tool (FIT): 50% Good/ 50% Exemplary	C.Overall Facility rating from Facility Inspection Tool (FIT): 50% Good/ 50% Exemplary

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
Director of FOPT will have a bi-annual FIT walk in January and June with site principal and district administrator. Revise 7 facility plan based on January FIT.	Director of FOPT had a bi-annual FIT walk in January and June with site principal and district administrator. Revise 7 facility plan based on January FIT.	Amount: 0 Source: Other Budget: No cost	Amount: 0 Source: Other Budget: No cost

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Director of FOPT will have 2 documented informal site walks in October and April to address items noted on the FIT and other concerns.	Director of FOPT had 2 documented informal site walks in October and April to address items noted on the FIT and other concerns.	Amount: 0 Source: Other Budget: No cost	Amount: 0 Source: Other Budget: No cost

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
District will allocate 25,000 to 17-18 facilities projects.	District allocated 25,000 to 17-18 facilities projects.	Amount: 25,000 Source: Base Budget: 6000-6999: Capital Outlay Repair district facilities	Amount: 25,000 Source: Base Budget: 6000-6999: Capital Outlay Repair district facilities

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 district passed a general obligation bond in November 2016 for 21 million dollars to address the aging school facilities at West Boron Elementary School and Boron Jr/Sr High School, and received 80 million dollars in Federal grant monies to address Branch Elementary School and Desert Jr/Sr High School. Facility monies spent were in align with findings for FIT reports and projected projects in the 7 year facility plan.

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

Projects that were completed this year directly supported students and were based on findings from FIT reports and planned projects in the 7 year facility plan.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no differences between Budgeted Expenditures and Estimated Actual Expenditures.

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.

Based on stakeholder feedback, academic integrity was added to the goal.

Goal 4

By the end of the 2018 school year, the District will decrease habitual student truancy by 45% compared to the baseline data established during the 2014-15 academic year.

State and/or Local Priorities addressed by this goal:

State Priorities: 5 Pupil Engagement and 6 School Climate

Local Priorities: NA

Annual Measureable Outcomes

Expected	Actual
Priority 5 Pupil Engagement A. Attendance Rate (District SIS): 95% for 2017-18	5A. 94.8
B. Chronic Absenteeism Rate (District SIS): 10% for 2017-18	5B.15.4%

Expected	Actual
C. Middle School Dropout Rate: 0% for 2017-18	5C.0.0%
D. High School Dropout Rate: 0% for 2017-18	D. High School Dropout Rate: 0% for 2017-18
E. High School Graduation Rate: 100% for 2017-18	5E.100%
Priority 6 School Climate A. Suspension Rate (Data Quest): 2.1%	6A.5.4%
B. Expulsion Rate (Data Quest): 0.0%	6B.0.09%
C. The percentage of students, staff, and parents who feel safe will increase by 10% from the 2017-18 survey results. 6C. Parents: District Wide Average- <ul style="list-style-type: none"> Strongly Agree- 15% Agree- 65% Disagree- 15% Strongly Disagree- 0% Students: District Wide- <ul style="list-style-type: none"> Agree- 65% Disagree- 35% Staff: District Wide- <ul style="list-style-type: none"> Strongly Agree- 15% Agree- 50% Disagree- 15% Strongly Disagree- 0% 	6C. Parents: District Wide Average- <ul style="list-style-type: none"> Strongly Agree- 17.48% Agree- 63.48% Disagree- 16.51% Strongly Disagree- 2.53% Students: District Wide- <ul style="list-style-type: none"> Agree- 70% (322) Disagree- 30% (138) Staff: District Wide- <ul style="list-style-type: none"> Strongly Agree- 20.99% Agree- 53.09% Disagree- 16.05% Strongly Disagree- 9.88%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The district is reviewing options to address chronic absenteeism.	The district is working with site administration to develop a plan to address chronic absenteeism including sending a team from the district to work with the county office to increase the attendance rate.	\$1000 Supplemental 5000-5999: Services And Other Operating Expenditures Cost of services	\$1000 Supplemental 5000-5999: Services And Other Operating Expenditures Cost of services

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Designate new PBIS teams to be trained at Boron Jr/Sr HS and Desert Jr/Sr HS.	New teams were not trained at the sites, however, PBIS information were revisited at all sites and staff time was used for internal trainings.	\$4000 Supplemental 1000-1999: Certificated Personnel Salaries Incentives and release time including benefits	\$4000 Supplemental 1000-1999: Certificated Personnel Salaries Incentives and release time including benefits

Analysis

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

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

Students are held to a high level of accountability regarding behaviors and school attendance. Due to our smaller comprehensive high schools, students are able to receive the individual attention necessary to assist them in meeting their social, emotional, behavioral, and academic needs. New teams were not trained at the sites, however, PBIS information were revisited at all sites and staff time was used for internal trainings. To help in these areas, the district utilized a variety of specific experts to provide necessary supports. Learning Directors focused on classroom instruction, assessment data, and any needed academic supports. The district continued to employ a counselor at each high school to support English Learners, Foster Youth, and Socioeconomic Disadvantaged students and to promote

school attendance and academic success. These counselors also support the students at each high school's feeder elementary schools as well as conduct home visits with site administration, and provide on-site counseling services to students as needed. Part of the school counselor's responsibilities are to address students demonstrating poor school attendance.

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

The lack of a formal SARB board in our remote area continues to be an area of difficulty for the district when addressing chronic absenteeism. School counselors began meeting with parents and students to address the issue of attendance during the 2016-17 school year (94%). The school district in the 17-18 school year has an attendance rate of *94.8% which has increased by 0.8%*.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The district will be reviewing different strategies to address chronic absenteeism and increasing attendance. Schools are revising their discipline policy to find alternative consequences besides suspensions to address student discipline. Schools will be using collaboration time to work with teachers on classroom management.

Goal 5

The district will expand the course offerings and establish career pathways for career readiness as determined by research done in 2014-15.

State and/or Local Priorities addressed by this goal:

State Priorities: 7 Course Access

8 Pupil Outcomes

Local Priorities: NA

Annual Measureable Outcomes

Expected	Actual
Priority 7 Course Access B. Rate of students enrolled in CTE courses (grades 7-12) 25% enrollment rate for Jr and Sr. 42% overall.	18% enrollment rate Jr/Sr 35% overall
C. Rate of students enrolled in UC/CSU required courses (grades 9-12)-67%	62%
A.Number/rate of AP courses offered (grades 9-12)-10 AP courses	11 AP Courses
A.Rate of students in grades 11th and 12th enrolled in AP courses 62%	60%
A.Rate of remedial course enrollment 6%	7%
B.Maintain 100% of Unduplicated pupils have access to full course of study	100%
C.Number/rate of course offerings for students with exceptional needs (SDC classes) 4 classes total. (2 elementary, 2 middle/high school) / 75% course rate	Students were enrolled in general education classes as per the IEP.
Priority 8 Pupil Outcomes AP Exam Participation Rate (rate of students who took AP classes and tested or rate of students in school eligible for and took AP classes) 70% of students enrolled in an AP course have taken the AP exam	75%

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
Continue to offer increased course offerings created with the CTEIG grant as funding transitions to the district.	Continued to increase course offerings created with the CTEIG grant as funding transitions to the district.	\$100,000 Base 1000-1999: Certificated Personnel Salaries Cost of teacher salaries \$46,000 Base 3000-3999: Employee Benefits	\$100,000 Base 1000-1999: Certificated Personnel Salaries Cost of teacher salaries \$46,000 Base 3000-3999: Employee Benefits

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Explore at least one internship with local business partners for each high school.	Met with NASA about an internship for each high school.	No Cost	No Cost

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain course offerings, offer additional course offerings, and continue with one additional CTE instructor at each high school through CTEIG grant.	Maintained course offerings, offered additional course offerings, and continued with one additional CTE instructor at each high school through CTEIG grant.	\$1500 Base 4000-4999: Books And Supplies materials to support classes CTE Instructors \$12,800 Base 1000-1999: Certificated Personnel Salaries CTE Instructors \$12,800 Base	\$1500 Base 4000-4999: Books And Supplies materials to support classes CTE Instructors \$12,800 Base 1000-1999: Certificated Personnel Salaries CTE Instructors \$12,800 Base

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to implement student portfolios.	Upon further review, schools are no longer implementing student portfolios.	\$500 Base 4000-4999: Books And Supplies materials	No cost

Analysis

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

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

During the 2017-18 school year the district continued with the same number of CTE instructors at each comprehensive high school. CTE course offerings include the following courses:

Construction Technologies—16 students

Advanced Construction Technologies—1 student

Industrial Technologies—24 students

Advanced Industrial Technologies—3 students

Design Graphics—32 students

Web Design—84 students

Graphic Production—11 students

Business Management—11 students

Publications—13 students

To address the needs of adults in the community that lack a high school diploma, the district opened the Lynch Learning Center Adult School. Classes are offered two nights a week. The district also partnered with Cero Coso community college to offer Dual enrollment courses in US History, Government, and Economics at Boron Jr/Sr High School. The district expanded these courses to include English for the 2017-18 school year. Students at Desert Jr/Sr High School were offered AP courses in English Literature, English Language, Chemistry, Physics, U.S. History, European History, Calculus, Art, Government, and Statistics.

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

The additional CTE courses allowed more students to take CTE courses and pathways. The addition of the Dual Enrollment course increased the number of students taking college courses.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no differences between Budgeted Expenditures and Estimated Actual Expenditures.

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.

Goal 5, Action 4 moved from base to supplemental funding source. The way we are measuring results for 7C will be changed to the number of general education classes special education students are enrolled in. School are no longer using student portfolios.

Goal 6

The district will actively seek to increase parent involvement in the schools/ District academic programs/committees as measured by the parent survey and participation records of held meetings.

State and/or Local Priorities addressed by this goal:

State Priorities: 3- Parental Involvement

Local Priorities: NA

Annual Measureable Outcomes

Expected	Actual
3A: The district will maintain parent involvement through programs for unduplicated students and special needs groups with Title I meetings, Special Education meetings, SSC/DAC, parent and Back to School Night. The district will track participation through sign-in sheets. 100% participation according to the specific meetings.	The district maintained parent involvement through programs for unduplicated students and special needs groups with Title I meetings, Special Education meetings, SSC/DAC, parent and Back to School Night. 77% participation overall.
3B: 100% of parents with unduplicated students will continue to be invited to all school events and functions through automated phone calls, flyers, and school website.	100% of parents with unduplicated students continued to be invited to all school events and functions through automated phone calls, flyers, and school website.
3C: 100% of parents of exceptional needs students will continue to be invited to attend IEPs, 504 meetings via personal phone calls and follow up reminders.	100% of parents of exceptional needs students continued to be invited to attend IEPs, 504 meetings via personal phone calls and follow up reminders.

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
Continue to update and create online training to financial forms available at the school sites for Free and Reduced Lunch,	Continued to update and create online training to financial forms available at the school sites for Free and Reduced Lunch,	No Cost	No Cost

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Financial Aid, college applications, job applications, and scholarships.	Financial Aid, college applications, job applications, and scholarships.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to utilize the District Facebook page, District website, School Messenger, and other media outlets to notify parents, guardians, and community organizations of informational meetings and trainings.	Continued to utilize the District Facebook page, District website, School Messenger, and other media outlets to notify parents, guardians, and community organizations of informational meetings and trainings.	No Cost	No Cost

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Based on parent feedback, training will be provided to parents of students with special needs.	Instead of separate training for parents, we initiated the information into the IEP process.	No Cost	No Cost

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Translate current online training to various languages based on student enrollment.	Translated current online training to various languages based on student enrollment.	\$2000 Supplemental 5000-5999: Services And Other Operating Expenditures Cost of translation services	\$2000 Supplemental 5000-5999: Services And Other Operating Expenditures Cost of translation services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain lab time for parents as needed.	Maintained lab time for parents from 3:00-4:00, 3 days a week.	\$18,000 Supplemental 2000-2999: Classified Personnel Salaries Continued employee costs \$4350 Supplemental 3000-3999: Employee Benefits	\$18,000 Supplemental 2000-2999: Classified Personnel Salaries Continued employee costs \$4350 Supplemental 3000-3999: Employee Benefits

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Review and evaluate effectiveness, and revise trainings as needed.	Reviewed and evaluated effectiveness, and revise trainings as needed.	No Cost	No Cost

Analysis

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

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

District wide, multiple attempts were made to increase parent involvement in several areas of the district. Historically, there has been a low number of parents attending information meetings. Computer labs were maintained for parents to utilize when needed.

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

There was still a low attendance at district meetings. Individual school events with students was well attended by parents. LCAP was discussed at SSC at individual school sites.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no differences between Budgeted Expenditures and Estimated Actual Expenditures.

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.

Action 4 will be removed because it was not effective.

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?

District Survey sent out April 23, 2018, via Survey Monkey to parents, staff, and students. Survey was available online, online at a school computer, and via paper copy. Stakeholders were notified about the availability of the survey through School Messenger, the district website, and district email.

Two District-Wide meetings were held during the 2017/2018 school year that discussed the LCAP. During the 2017/2018 school year multiple meetings were held with very low community attendance. The LCAP was also discussed at the site level to engage parents. At Desert Jr/Sr/ High School the LCAP was discussed with the PTO/SSC on 9/1/17, 1/12/18 and in collaboration meetings on 8/12/17 and 1/18/18. West Boron Elementary School Discussed the LCAP with the SSC on 9/13/17 and 1/17/18. It was discussed in collaboration on 2/8/18 as well. Branch Elementary School discussed the LCAP in collaboration meetings on 9/14/17, 9/21/17, 11/02/17, 11/08/17, 12/06/17, 1/25/18, 2/07/18, 3/29/18, 5/01/18. Boron Jr/Sr High School discussed the LCAP with the SSC on 9/21/17 and 2/22/18 and in collaboration meetings on 9/1/17, 11/30/17, and 3/1/18. The LCAP was discussed at the board meeting on October 11th, 2017 in open session; CAASPP data and LCAP goals and planned actions were discussed.

LCAP goals and actions were also discussed during the 2/23 and 3/30 DAC Meetings .

The district sent representatives to five different public-sponsored meetings to discuss LCAP goals and seek feedback on programs, goals, and planned actions between August 2017 and May 2018.

Administrators reviewed LCAP goals and and planned actions in September 2017 during the district leadership meeting. LCAP was a follow up discussion topic at all admin meetings throughout the school year.

The draft copy of the LCAP was sent for early review to KCSOS on June 8, 2018

Based on feedback and observations from the 17-18 LCAP, LCAP goals were not adjusted, but actions to meet those goals were. To solicit community input the district attended public meetings held in the community. By way of example, based on comments received during the first of these public meetings, the district explored and added an additional music teacher to provide music instruction at the elementary school level.

Teachers Bargaining unit was given opportunity to comment on the LCAP through staff meetings, collaboration meetings, and department meetings at the site and district level. Both bargaining units were offered the annual survey to comment on the LCAP.

Superintendent did not receive comments that need written response.

The district does not meet the requirement to form a DELAC in the 2017-2018 school year. The school sites do not meet the requirement to form an ELAC in the 2017-2018 school year.

Impact on LCAP and Annual Update

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

Survey was used to continue to identify continuing and new needs for the LCAP to focus on. The district will continue to focus on student safety and academic support.

Conversation and topics were addressed in the public meetings where the LCAP was discussed. The district will continue to hold a minimum of two public meetings related to the LCAP. The district will also continue to attend public meetings sponsored by community partners to discuss the LCAP.

The DAC helped guide the information gathering process, the review of LCAP led to discussion on goals and actions and it was decided that survey questions would remain the same for the upcoming year.

Feedback was incorporated to ensure LCAP goals and actions were aligned to student needs.

Revised the LCAP based on the feedback gathered through the various sources. State testing data, and survey results were shared with stakeholders. As a result of feedback from stakeholders, Learning Directors will continue to work in their current capacity, school counselors will have an increased role in working with chronic absent students and an additional music teacher will remain in place to provide music instruction at the elementary-aged level. Stakeholders agreed that the goals in the LCAP should remain the same for the 2018/2019 school year.

Feedback was gathered and used to ensure goals and actions aligned to district and student needs.

Continued support for access to Rosetta Stone. General ideas on EL and the needs of the EL population.

Feedback on ELL goals was gathered, focus on continuing the use of Rosetta Stone for EL students to supplement their core and ELD instruction and their families.

Focused on increasing input opportunities and methods to increase number of parents and community members participating. Moving forward, the district will continue to include parents and community members in the LCAP review and revision process at the site level, and will also hold community meetings focused on the LCAP and the progress towards meeting the established goals while also attending public meetings sponsored by community partners. The DAC meetings are essential to receiving parent input and regular DAC meetings will be held for the 2018/2019 school year. Efforts to engage the community in this process will be a continued focus of the school district.



Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified

Goal 1

All classrooms will implement state standard instruction with a focus on rigor and the application of knowledge through higher-order thinking skills.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2. Implementation of State Standards

Local Priorities: NA

Identified Need:

The Muroc Joint Unified School District wants to ensure that all students have access to state standards. Teachers need to increase rigor in all classrooms.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 2 (a) Implementation of state standards	Based on site/district administration classroom walkthroughs and observations-100%.	Goal-100% Actual-100%	Goal-100%	Goal-100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All classrooms instruction will be aligned to CCSS math.				
Priority 2 (a) Implementation of state standards All classrooms instruction will be aligned to CCSS ELA/ELD	Based on site/district administration classroom walkthroughs and observations-100%	Goal-100% Actual-100%	Goal-100%	Goal-100%
Priority 2 (a) Implementation of state standards All classrooms instruction was aligned to CCSS NGSS.	Based on site/district administration classroom walkthroughs and observations-50%	Goal-75% Actual-75%	Goal-100%	Goal-100%
Priority 2 (b) Implementation of state standards EL students are given 30 minutes of designated instruction and	100%	Goal-100% Actual- 100%	Goal-100%	Goal-100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
integrated ELD every day				

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)

NA

Location(s):

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

NA

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Provide four Learning Directors district wide to assist teachers with instructional practices and coordinate educational support services.

2018-19 Actions/Services

Continue to provide four Learning Directors district wide to assist teachers with instructional practices and coordinate educational support services principally directed toward our unduplicated students.

2019-20 Actions/Services

Continue to provide four Learning Directors district wide to assist teachers with instructional practices and coordinate educational support services principally directed toward our unduplicated students..

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$308,320	\$308,320	\$308,320
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Employee Cost for Learning Directors	1000-1999: Certificated Personnel Salaries Employee Cost for Learning Directors	1000-1999: Certificated Personnel Salaries Employee Cost for Learning Directors
Amount	108,726	108,726	108,726
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee 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)

NA

Location(s):

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

NA

OR

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

Students to be Served:

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

English learners, foster youth, and Low Income

Scope of Services:

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

LEA-Wide

Location(s):

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

All schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Provide support and training for ELA adopted materials.

2018-19 Actions/Services

Provide support and training for ELA adopted materials to principally support unduplicated students.

2019-20 Actions/Services

Provide support and training for ELA adopted materials to principally support unduplicated students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$5,000	\$5,000

Year	2017-18	2018-19	2019-20
Source	Base	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Release and consultants/trainers	1000-1999: Certificated Personnel Salaries Teacher Release and consultants/trainers	1000-1999: Certificated Personnel Salaries Teacher Release and consultants/trainers
Amount	\$4000	\$4000	\$4000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

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)

NA

Location(s):

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

NA

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Changed

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

Unchanged

2017-18 Actions/Services

Continue to provide training in best practices for English Language Learners for teachers.

2018-19 Actions/Services

Supplemental training in best practices for English Language Learners for teachers.

2019-20 Actions/Services

Supplemental training in best practices for English Language Learners for teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1500	\$1500	\$1500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits	1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits	1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits

Action 4

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

Students to be Served:

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

NA

Location(s):

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

NA

OR

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

Students to be Served:

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

Low Income

Scope of Services:

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

LEA-Wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Continue to provide training in best practices for socioeconomically disadvantaged students

2018-19 Actions/Services

Continue to provide training in best practices for socioeconomically disadvantaged students

2019-20 Actions/Services

Continue to provide training in best practices for socioeconomically disadvantaged students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1500	\$1500	\$1500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits	1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits	1000-1999: Certificated Personnel Salaries Teacher release subs, includes 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)

All including students with disabilities

Location(s):

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

All Schools

OR

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

Students to be Served:

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

NA

Scope of Services:

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

NA

Location(s):

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

NA

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Continue to provide teachers of students with special needs to attend classes for added authorizations according to student enrollment.

2018-19 Actions/Services

Continue to provide teachers of students with special needs to attend classes for added authorizations according to student enrollment.

2019-20 Actions/Services

Continue to provide teachers of students with special needs to attend classes for added authorizations according to student enrollment.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1500	\$1500	\$1500
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits	1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits	1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits

Action 6

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

NA

Scope of Services:

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

NA

Location(s):

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

NA

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Purchase any additional math books per
enrollment and ELA materials from the
most recent ELA adoption.

2018-19 Actions/Services

Purchase any additional math books per
enrollment and ELA materials from the
most recent ELA adoption.

2019-20 Actions/Services

Purchase any additional math books per
enrollment and ELA materials from the
most recent ELA adoption.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$33,000	\$33,000	\$33,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Cost of books/materials	4000-4999: Books And Supplies Cost of books/materials	4000-4999: Books And Supplies Cost of books/materials

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)

NA

Location(s):

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

NA

OR

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

Students to be Served:

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

English learners, foster youth, and Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All schools

Actions/Services

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

Unchanged

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

changed

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

Unchanged

2017-18 Actions/Services

Continue training on math/ELA adopted materials as needed for newly hired staff members.

2018-19 Actions/Services

Additional training on math/ELA adopted materials as needed for newly hired staff members principally directed toward instruction to meet the needs of unduplicated students.

2019-20 Actions/Services

Additional training on math/ELA adopted materials as needed for newly hired staff members principally directed toward instruction to meet the needs of unduplicated students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1500	\$1500	\$1500
Source	Base	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits	1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits	1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits

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)

NA

Location(s):

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

NA

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

LEA-wide

Location(s):

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

All schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

EL Coach will continue to work with teachers on ELD program.

2018-19 Actions/Services

EL Coach will continue to work with teachers on ELD program.

2019-20 Actions/Services

EL Coach will continue to work with teachers on ELD program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$80,946	\$80,946	\$80,946
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$27,867	\$27,867	\$27,867
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

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)

All

Location(s):

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

All schools

OR

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

Students to be Served:

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

NA

Scope of Services:

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

NA

Location(s):

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

NA

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Continue benchmarks and create common core aligned report cards

2018-19 Actions/Services

Continue benchmarks and create common core aligned report cards

2019-20 Actions/Services

Continue benchmarks and create common core aligned report cards

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	17,200	17,200	17,200
Source	Base	Base	Base
Budget Reference	5000-5999: Services and other operating expenditures cost of data management system	5000-5999: Services and other operating expenditures cost of data management system	5000-5999: Services and other operating expenditures cost of data management system

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)

All

Location(s):

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

All schools

OR

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

Students to be Served:

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

NA

Scope of Services:

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

NA

Location(s):

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

NA

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Continue google apps training, carts as needed

2018-19 Actions/Services

Continue google apps training, carts as needed

2019-20 Actions/Services

Continue google apps training, carts as needed

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	45000	45000	45000
Source	Title VI	Title VI	Title VI
Budget Reference	4000-4999: Books And Supplies Purchase 4 Chromebook carts	4000-4999: Books And Supplies Purchase 4 Chromebook carts	4000-4999: Books And Supplies Purchase 4 Chromebook carts

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)

NA

Location(s):

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

NA

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

LEA-wide

Location(s):

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

All schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Continuing with 30 minutes of designated ELD Instruction

2018-19 Actions/Services

Continuing with 30 minutes of designated ELD Instruction

2019-20 Actions/Services

Continuing with 30 minutes of designated ELD Instruction

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	Other	Other	Other

Year	2017-18	2018-19	2019-20
Budget Reference	No cost	No cost	No cost

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)

Location(s):

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

All

All schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

NA

NA

NA

Actions/Services

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

NA

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

New

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

Unchanged

2017-18 Actions/Services

NA

2018-19 Actions/Services

The implementation of Common Core standards will be measured through the

2019-20 Actions/Services

The implementation of Common Core standards will be measured through the

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	usage of a C3 tool. Site Principals with assistance from Learning directors will collect this data quarterly. Students will benefit from a consistent cadre of teachers who can be retained sufficiently to train in the Common Core standards and receive uniformed professional development opportunities. The district feels that adjusting the salary schedule in this way will incentivize teaching candidates to accept and keep teaching positions, providing much needed consistency for all students throughout the district.	usage of a C3 tool. Site Principals with assistance from Learning directors will collect this data quarterly. Students will benefit from a consistent cadre of teachers who can be retained sufficiently to train in the Common Core standards and receive uniformed professional development opportunities. The district feels that adjusting the salary schedule in this way will incentivize teaching candidates to accept and keep teaching positions, providing much needed consistency for all students throughout the district.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	\$1500	\$1500
Source	Other	Base	base
Budget Reference	No cost	5000-5999: Services and other operating expenditures cost of data management system	5000-5999: Services and other operating expenditures cost of data management system

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):

All

All schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

NA

NA

NA

Actions/Services

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

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

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

NA

New

Unchanged

2017-18 Actions/Services

NA

2018-19 Actions/Services

Studies have shown that effective schools that support unduplicated students have accomplished teachers that have extra training around explicit phonics instruction, the skillset to use high level questioning in discussions around texts, facilitate small group instruction and implement effective classroom management (Carolyn Webster-Stratton). The district struggles to recruit and maintain an accomplished teaching staff for the benefit of our unduplicated

2019-20 Actions/Services

Studies have shown that effective schools that support unduplicated students have accomplished teachers that have extra training around explicit phonics instruction, the skillset to use high level questioning in discussions around texts, facilitate small group instruction and implement effective classroom management (Carolyn Webster-Stratton). The district struggles to recruit and maintain an accomplished teaching staff for the benefit of our unduplicated

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

students due to a less than favorable salary schedule when compared surrounding school districts. Starting with the 2015/2016- school year the district has had openings in approximately 25% of teaching positions each year which it expects to continue. Due to the military installation in the district, teachers move into the area with a variety teaching experience. In the 2016/2017 school year, the district began to offer full service credit on the salary schedule for new hires in an attempt to recruit and retain experienced teachers who either lived, or moved into the area. Housing is not readily available near the district's schools which also hinders recruitment and retaining efforts. Targeted students are spread throughout the district's schools. In an effort to recruit and retain the best teachers for students, the district will remove the first step of the salary schedule and adjust all cells by one step. This increase will be approximately \$140,000 per year and will allow the district to better incentivize teachers to come to, and stay with, students in the district.

students due to a less than favorable salary schedule when compared surrounding school districts. Starting with the 2015/2016- school year the district has had openings in approximately 25% of teaching positions each year which it expects to continue. Due to the military installation in the district, teachers move into the area with a variety teaching experience. In the 2016/2017 school year, the district began to offer full service credit on the salary schedule for new hires in an attempt to recruit and retain experienced teachers who either lived, or moved into the area. Housing is not readily available near the district's schools which also hinders recruitment and retaining efforts. Targeted students are spread throughout the district's schools. In an effort to recruit and retain the best teachers for students, the district will remove the first step of the salary schedule and adjust all cells by one step. This increase will be approximately \$140,000 per year and will allow the district to better incentivize teachers to come to, and stay with, students in the district.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	112,000	112,000
Source	NA	Supplemental	Supplemental
Budget Reference	NA	1000-1999: Certificated Personnel Salaries Cost of teacher salaries	1000-1999: Certificated Personnel Salaries Cost of teacher salaries
Amount	No cost	28,000	28,000
Source	NA	Supplemental	Supplemental
Budget Reference	NA	3000-3999: Employee Benefits	3000-3999: Employee Benefits

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

Unchanged goal

Goal 2

All students will progress towards meeting the minimum proficiency requirements and decrease achievement gaps as indicated on district benchmark assessments, CAASPP Interim assessments, and CAASPP Summative assessments.

State and/or Local Priorities addressed by this goal:

State Priorities: 4 Pupil Achievement

Local Priorities: NA

Identified Need:

34.38% met or exceeded standards in Math (2017) and 46.3 % met or exceeded standards in ELA (2017) performance on statewide standardized test as evidenced by progress on the CAASPP. Our “All Students” performance on the CA School Dashboard shows a performance of Orange. This indicates that there is still academic work to do.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4 (a) Pupil Achievement State Assessments	CAASPP Results ELA- 46.3 % Met or exceeded standards Math- 34.4 % Met or exceeded Standards	Goal- ELA- 54 % Met or exceeded standards Goal-Math- 39 % Met or exceeded Standards Actual- ELA 46.3% Met or exceeded standards Actual-Math 34.38% Met or exceeded standards	Goal- ELA- 54 % Met or exceeded standards Goal-Math- 40 % Met or exceeded Standards	Goal- ELA- 62 % Met or exceeded standards Goal-Math- 48 % Met or exceeded Standards
Priority 4 (b) Pupil Achievement API	API- Has been replaced by the Dashboard report	NA	NA	NA
Priority 4(c) Pupil Achievement Percent of students completing UC/CSU required courses	42.3% District-Wide	Goal- 48% District-Wide Actual- 42.6%	Goal- 50% District-Wide	Goal- 52% District-Wide

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4(d) Pupil Achievement The percentage of English learner pupils who made progress toward proficiency	32.4% as measured by CELDT	Goal -42% as measured by CELDT. Actual - 34.8% Determine new baseline for the ELPAC assessment	Increase from ELPAC baseline by 5%	Increase from ELPAC baseline by 5%
Priority 4 (e) Pupil Achievement EL reclassification rate	51%	Goal -55% Actual - 81%	Goal -60%	Goal -65%
Priority 4 (f) Pupil Achievement Percent of students who passed AP exams with a score of 3 or higher	20%	Goal -25% Actual - 20% 16-17, 17-18 results released July 2018	Goal -30%	Goal -35%
Priority 4 Pupil Achievement (e)	ELA- 9% Math- 3%.	Goal -ELA-11% ; Math-5%. Actual - ELA - 27%	Goal -ELA- 32% ; Math-20%.	Goal -ELA-40%; Math, 25%.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Early Assessment Project (EAP) College Ready rates for math and ELA		Math-14%		
Priority 4 (c) Pupil Achievement CTE participation and completion	55% CTE completion rate	Goal- 60% CTE completion rate Actual- 55% CTE completion rate	Goal- 60% CTE completion rate	Goal- 65% CTE completion rate

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)

All

Location(s):

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

All schools

OR

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

Students to be Served:

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

NA

Scope of Services:

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

NA

Location(s):

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

NA

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Analysis of data from previous year's benchmark assessments and state testing, and adjustment of instruction to meet student needs.

2018-19 Actions/Services

Analysis of data from previous year's benchmark assessments and state testing, and adjustment of instruction to meet student needs.

2019-20 Actions/Services

Analysis of data from previous year's benchmark assessments and state testing, and adjustment of instruction to meet student needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	No cost	No cost	No cost
Budget Reference	Other	Other	Other

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)

NA

Location(s):

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

NA

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

LEA-wide

Location(s):

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

All schools

Actions/Services

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

Unchanged

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

Modified

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

Modified

2017-18 Actions/Services

Maintain and monitor effectiveness of Rosetta Stone.

2018-19 Actions/Services

Maintain and monitor effectiveness of Rosetta Stone with the English Learner students as supplemental material.

2019-20 Actions/Services

Maintain and monitor effectiveness of Rosetta Stone with the English Learner students as supplemental material.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	17,000	17,000	17,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Maintain Rosetta Stone Licenses	5000-5999: Services And Other Operating Expenditures Maintain Rosetta Stone Licenses	5000-5999: Services And Other Operating Expenditures Maintain Rosetta Stone Licenses

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)

NA

Location(s):

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

NA

OR

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

Students to be Served:

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

English learners

Scope of Services:

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

LEA-wide

Location(s):

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

All schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Monitor effectiveness of EL curriculum and the success of proficiency level groups. Provide continued professional development for new staff on the EL curriculum.

2018-19 Actions/Services

Monitor effectiveness of EL curriculum and the success of proficiency level groups. Provide continued professional development for new staff on the EL curriculum.

2019-20 Actions/Services

Monitor effectiveness of EL curriculum and the success of proficiency level groups. Provide continued professional development for new staff on the EL curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1500	1500	1500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits	1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits	1000-1999: Certificated Personnel Salaries Teacher release subs, includes benefits

Action 4

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

Students to be Served:

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

Location(s):

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

NA

NA

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Foster youth

LEA-wide

All schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

The district will attend McKinney Vento trainings annually.

2018-19 Actions/Services

The district will have personnel attend McKinney Vento trainings annually to assist our foster youth.

2019-20 Actions/Services

The district will have personnel attend McKinney Vento trainings annually to assist our foster youth.

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Amount

No cost

No cost

No cost

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

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)

Location(s):

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

NA

NA

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Foster youth

LEA-wide

All schools

Actions/Services

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

Unchanged

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

Changed

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

Unchanged

2017-18 Actions/Services

Focus on maintaining established partnerships with other agencies to provide uniform services to foster students.

2018-19 Actions/Services

Provided release time for staff to meet with agency partners to provide uniform services to foster students.

2019-20 Actions/Services

Provided release time for staff to meet with agency partners to provide uniform services to foster students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	500	500	500
Source	Base	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Travel and release time	1000-1999: Certificated Personnel Salaries Travel and release time	1000-1999: Certificated Personnel Salaries Travel and release time

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)

All

Location(s):

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

All schools

OR

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

Students to be Served:

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

NA

Scope of Services:

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

NA

Location(s):

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

NA

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Monitor participation in grant opportunities to assist with AP exam fees.

2018-19 Actions/Services

Monitor participation in grant opportunities to assist with AP exam fees.

2019-20 Actions/Services

Monitor participation in grant opportunities to assist with AP exam fees.

Budgeted Expenditures

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

Action 7

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

Students to be Served:

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

All

Location(s):

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

All schools

OR

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

Students to be Served:

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

NA

Scope of Services:

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

NA

Location(s):

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

NA

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Expand concurrent enrollment opportunities for students at each Jr/Sr High School.

2018-19 Actions/Services

Expand concurrent enrollment opportunities for students at each Jr/Sr High School.

2019-20 Actions/Services

Expand concurrent enrollment opportunities for students at each Jr/Sr High School.

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Amount

No cost

No cost

No cost

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

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)

NA

Location(s):

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

NA

OR

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

Students to be Served:

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

Foster Youth, English Learners, and Low Income

Scope of Services:

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

Lea-wide

Location(s):

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

All schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Evaluate interventions and adjust as necessary.

2018-19 Actions/Services

Evaluate interventions and adjust as necessary.

2019-20 Actions/Services

Evaluate interventions and adjust as necessary.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2,000	2,000	2,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies Materials and instructional materials	4000-4999: Books And Supplies Materials and instructional materials	4000-4999: Books And Supplies Materials and instructional materials

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)

All

Location(s):

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

All schools

OR

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

Students to be Served:

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

NA

Scope of Services:

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

NA

Location(s):

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

NA

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Monitor use of parent portal by staff members and ensure new staff are trained at implementing within their classrooms at all grade levels.

2018-19 Actions/Services

Monitor use of parent portal by staff members and ensure new staff are trained at implementing within their classrooms at all grade levels.

2019-20 Actions/Services

Monitor use of parent portal by staff members and ensure new staff are trained at implementing within their classrooms at all grade levels.

Budgeted Expenditures

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

Action 10

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

Students to be Served:

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

NA

Location(s):

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

NA

OR

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

Students to be Served:

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

Englis Learners, Foster Youth, and Low income

Scope of Services:

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

Lea-wide

Location(s):

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

All schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Social awards based on PBIS will be developed by individual schools to support 'buy-in' and incentives.

2018-19 Actions/Services

Social awards based on PBIS will be developed by individual schools to support 'buy-in' and incentives and distributed to each school site based on percentage of unduplicated students.

2019-20 Actions/Services

Social awards based on PBIS will be developed by individual schools to support 'buy-in' and incentives and distributed to each school site based on percentage of unduplicated students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2,000	2,000	2,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies Awards and Incentives	4000-4999: Books And Supplies Awards and Incentives	4000-4999: Books And Supplies Awards and Incentives

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)

All

Location(s):

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

All schools

OR

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

Students to be Served:

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

NA

Scope of Services:

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

NA

Location(s):

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

NA

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Evaluate the promoted positive student attributes and revise as needed based on the needs of the district.

2018-19 Actions/Services

Discontinue due to ineffectiveness.

2019-20 Actions/Services

NA

Budgeted Expenditures

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

Action 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)

NA

Location(s):

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

NA

OR

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

Students to be Served:

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

English Learners, Foster Youth, and Low Income

Scope of Services:

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

Lea-wide

Location(s):

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

All schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Addition of 2 counselors focused on truancy/attendance, home-life, and supporting underserved students. Targeting unduplicated and at-risk students.

2018-19 Actions/Services

Maintaining a counselor focused on truancy/attendance, home-life, and supporting unduplicated and at-risk students.

2019-20 Actions/Services

Maintaining a counselor focused on truancy/attendance, home-life, and supporting unduplicated and at-risk students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	130,000	68,000	68,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	48,200	27,000	27,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee 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)

NA

Location(s):

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

NA

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

School-wide

Location(s):

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

West Boron, Boron High School

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Addition of new music teacher to increase availability of music program beyond district baseline at the Boron Schools.

2018-19 Actions/Services

Maintaining added music teacher to increase availability of music program beyond district baseline at the Boron Schools which was only a couple periods a day to a full time teacher to serve High school and Elementary Students. Unduplicated students have less access to the arts at home and in the community so this action is principally directed to support our unduplicated count.

2019-20 Actions/Services

Maintaining added music teacher to increase availability of music program beyond district baseline at the Boron Schools which was only a couple periods a day to a full time teacher to serve High school and Elementary Students. Unduplicated students have less access to the arts at home and in the community so this action is principally directed to support our unduplicated count.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	53,000	53,000	53,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	22,000	22,000	22,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee 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)

NA

Location(s):

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

NA

OR

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

Students to be Served:

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

English Learners, Foster Youth, and Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

West Boron, Boron High School

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Expansion of computer lab time in lab and library to provide opportunities for parent computer access, college and career presentations, and other activities targeting at-risk students.

2018-19 Actions/Services

Expansion of computer lab time in lab and library to provide opportunities for parent computer access, college and career presentations, and other activities targeting unduplicated students.

2019-20 Actions/Services

Expansion of computer lab time in lab and library to provide opportunities for parent computer access, college and career presentations, and other activities targeting unduplicated students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	16,000	16,000	16,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Computer lab additional time	2000-2999: Classified Personnel Salaries Computer lab additional time	2000-2999: Classified Personnel Salaries Computer lab additional time

Year	2017-18	2018-19	2019-20
Amount	4,000	4,000	4,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	12,700	12,700	12,700
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Library additional Time	2000-2999: Classified Personnel Salaries Library additional Time	2000-2999: Classified Personnel Salaries Library additional Time
Amount	3,200	3,200	3,200
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: 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)

NA

Location(s):

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

NA

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

West Boron, Boron High School

Actions/Services

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

NA

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

New

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

unchanged

2017-18 Actions/Services

NA

2018-19 Actions/Services

Addition of psychologist intern focused on providing additional support to special education students, English Learners, foster youth, and low income students.

2019-20 Actions/Services

Addition of psychologist intern focused on providing additional support to special education students, English Learners, foster youth, and low income students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	50,000	50,000
Source	NA	Supplemental	Supplemental
Budget Reference	NA	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	NA	10,000	10,000
Source	NA	Supplemental	Supplemental
Budget Reference	NA	3000-3999: Employee Benefits	3000-3999: Employee Benefits

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)

NA

Location(s):

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

NA

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All schools

Actions/Services

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

NA

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

New

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

unchanged

2017-18 Actions/Services

NA

2018-19 Actions/Services

Two teaching positions at West Boron Elementary that was going to be cut. This action re-instates these two teaching positions to reduce class sizes and avoid combination classes. Smaller class sizes directly benefits unduplicated student outcomes.

2019-20 Actions/Services

Two teaching positions at West Boron Elementary that was going to be cut. This action re-instates these two teaching positions to reduce class sizes and avoid combination classes. Smaller class sizes directly benefits unduplicated student outcomes.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	110,000	110,000
Source	NA	Supplemental	Supplemental
Budget Reference	NA	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Year	2017-18	2018-19	2019-20
Amount	NA	48,000	48,000
Source	NA	Supplemental	Supplemental
Budget Reference	NA	3000-3999: Employee Benefits	3000-3999: Employee Benefits

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)

NA

Location(s):

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

NA

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Boron High School

Actions/Services

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

NA

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

New

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

unchanged

2017-18 Actions/Services

NA

2018-19 Actions/Services

Maintain attendance secretary position at Boron High School that would have been eliminated due to decline in enrollment. Position is maintained to help track habitually truant students and provide intervention, follow-up, and referrals to district staff.

2019-20 Actions/Services

Maintain attendance secretary position at Boron High School that would have been eliminated due to decline in enrollment. Position is maintained to help track habitually truant students and provide intervention, follow-up, and referrals to district staff.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	27,000	27,000
Source	NA	Supplemental	Supplemental
Budget Reference	NA	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	NA	18,000	18,000
Source	NA	Supplemental	Supplemental

Budget
Reference

NA

3000-3999: Employee Benefits

3000-3999: Employee Benefits

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

Modified goal

Goal 3

The district will complete 100% of the projects identified for the 2015-2016 seven year facility plan and academic integrity.

State and/or Local Priorities addressed by this goal:

State Priorities: 1: Basic Services

Local Priorities: NA

Identified Need:

25% of schools rate “exemplary” and 75% are rated “good” as evidenced by Facility Inspection Tool (FIT)

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1 (a) Basic Services Number/rate of teachers not fully credentialed	7	Goal-2 Actual- 12	Goal-0	Goal-0

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1 (a) Basic Services Number/rate of teachers teaching outside of subjects area competence	1	Goal-0 Actual- 7	Goal-0	Goal-0
Priority 1 (a) Basic Services Number/rate of teachers teaching ELs without authorization	4	Goal-0 Actual- 0	Goal-0	Goal-0
Priority 1 (a) Basic Services Number/rate of core classes taught by HQT	BHS-30 and DHS-62	Goal-BHS-33 and DHS-63 Actual-Because ESSA has now taken the place of NCLB, HQT are not longer defined and we will not longer use this as a measurement.	NA	NA
Priority 1 (b) Basic services	0	Goal- 0 Actual- 0	Goal-0	Goal-0

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number/rate of students lacking their own textbook				
Priority 1 (c) Basic Services Overall facility rating from Facility Inspection Tool (FIT)	75% Good/25% Exemplary	Goal- 75% Good/25% Exemplary Actual- 75% Good/25% Exemplary	Goal- 75% Good/25% Exemplary	Goal- 75% Good/25% Exemplary

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)

All

Location(s):

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

All schools

OR

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

Students to be Served:

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

NA

Scope of Services:

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

NA

Location(s):

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

NA

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Director of FOPT will have a bi-annual FIT walk in January and June with site principal and district administrator. Revise 7 facility plan based on January FIT.

2018-19 Actions/Services

Director of FOPT will have a bi-annual FIT walk in January and June with site principal and district administrator. Revise 7 facility plan based on January FIT.

2019-20 Actions/Services

Director of FOPT will have a bi-annual FIT walk in January and June with site principal and district administrator. Revise 7 facility plan based on January FIT.

Budgeted Expenditures

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

Action 2

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

Students to be Served:

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

All

Location(s):

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

All schools

OR

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

Students to be Served:

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

NA

Scope of Services:

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

NA

Location(s):

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

NA

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Director of FOPT will have 2 documented informal site walks in October and April to address items noted on the FIT and other concerns.

2018-19 Actions/Services

Director of FOPT will have 2 documented informal site walks in October and April to address items noted on the FIT and other concerns.

2019-20 Actions/Services

Director of FOPT will have 2 documented informal site walks in October and April to address items noted on the FIT and other concerns.

Budgeted Expenditures

Year 2017-18

Amount

No cost

2018-19

No cost

2019-20

No cost

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

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)

Location(s):

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

All

All schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

NA

NA

NA

Actions/Services

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

Unchanged

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

Unchanged

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

unchanged

2017-18 Actions/Services

District will allocate 25,000 to 17-18 facilities projects.

2018-19 Actions/Services

District will allocate 25,000 to 18-19 facilities projects.

2019-20 Actions/Services

District will allocate 25,000 to 19-20 facilities projects.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	25,000	25,000	25,000
Source	Base	Base	Base
Budget Reference	6000-6999: Capital Outlay Repair district facilities	6000-6999: Capital Outlay Repair district facilities	6000-6999: Capital Outlay Repair district facilities

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)

All

Location(s):

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

All schools

OR

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

Students to be Served:

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

NA

Scope of Services:

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

NA

Location(s):

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

NA

Actions/Services

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

NA

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

New

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

unchanged

2017-18 Actions/Services

NA

2018-19 Actions/Services

Construct a dedicated building for STEM/CTE pathways.

2019-20 Actions/Services

Construct a dedicated building for STEM/CTE pathways.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	\$100,000 (estimate)	\$100,000 (estimate)
Source	NA	Grant	Grant
Budget Reference	NA	6000-6999: Capital Outlay	6000-6999: Capital Outlay

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

Unchanged goal

Goal 4

By the end of the 2018 school year, the District will decrease habitual student truancy by 45% compared to the baseline data established during the 2014-15 academic year.

State and/or Local Priorities addressed by this goal:

State Priorities: 5. Pupil Engagement 6. School Climate

Local Priorities: NA

Identified Need:

5. The district has a 15% chronic absenteeism rate as reported in the California Dashboard.
6. The district has a 5.4% suspension rate and is in orange as reported in the California Dashboard.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 5 (a) Pupil Engagement Attendance Rate (District SIS)	94% for 2016-17	Goal-95% for 2017-18 Actual- 94%	Goal-95% for 2018-19.	Goal-95% for 2019-20.
Priority 5 (b) Pupil Engagement Chronic Absenteeism Rate (District SIS)	14% for 2016-17	Goal-10% for 2017-18 Actual- 15%	Goal-8% for 2018-19	Goal-7% for 2019-20
Priority 5 (c)	0% for 2014-15	Goal-0% for 2017-18 Actual- 0%	Goal-0% for 2018-19	Goal-0% for 2019-20

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Pupil Engagement Middle School Dropout Rate				
Priority 5 (d) Pupil Engagement High School Dropout Rate	.4% for 2014-15	Goal-0% for 2017-18 Actual- 0%	Goal-0% for 2018-19	Goal-0% for 2019-20
Priority 5 (e) Pupil Engagement High School Graduation Rate	96.4% for 2016-17	Goal-100% for 2017-18 Actual- 99%	Goal-96.4% for 2018-19	Goal-96.4% for 2019-20
Priority 6 (a) School Climate Pupil Suspension Rate	2.5 %	Goal-2.1% Actual- 7.0%	Goal-6.0%	Goal-5.0%
Priority 6 (b) School Climate Expulsion Rate	0.0	Goal-0.0 Actual- 0.0	Goal-0.0	Goal-0.0

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 6 (c) School Climate The percentage of students, staff, and parents who feel safe will increase by 10% each year as measured by survey results.	<p>Parents- Not enough data to establish a baseline.</p> <p>Students: District Wide-</p> <ul style="list-style-type: none"> • Agree- 75.11% (166) • Disagree- 24.89% (55) <p>Staff: District Wide-</p> <ul style="list-style-type: none"> • Strongly Agree- 34.29% • Agree- 42.86% • Disagree- 14.29% • Strongly Disagree- 8.57% 	<p>Goal-</p> <p>Parents- Increase parent participation to contribute to baseline establishment.</p> <p>Students- Increase “strongly agree” and “agree” by 10%. Decrease “disagree” and strongly disagree” by 10%.</p> <p>Staff-</p> <p>Actual-</p> <p>Parents- Branch Elementary School:</p> <ul style="list-style-type: none"> • Strongly Agree- 22.64% • Agree- 61.32% • Disagree- 13.21% • Strongly Disagree- 2.83% <p>Desert Jr/Sr High School:</p> <ul style="list-style-type: none"> • Strongly Agree- 13.58% • Agree- 70.37% • Disagree- 12.35% • Strongly Disagree- 3.70% 	<p>Goal-</p> <p>Parents- Increase “strongly agree” and “agree” by 10%. Decrease “disagree” and strongly disagree” by 10%.</p> <p>Students- Increase “strongly agree” and “agree” by 10%. Decrease “disagree” and strongly disagree” by 10%.</p> <p>Staff- Increase “strongly agree” and “agree” by 10%. Decrease “disagree” and strongly disagree” by 10%.</p>	<p>Goal-</p> <p>Parents-Increase “strongly agree” and “agree” by 10%. Decrease “disagree” and strongly disagree” by 10%.</p> <p>Students- Increase “strongly agree” and “agree” by 10%. Decrease “disagree” and strongly disagree” by 10%.</p> <p>Staff- Increase “strongly agree” and “agree” by 10%. Decrease “disagree” and strongly disagree” by 10%.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>West Boron Elementary School:</p> <ul style="list-style-type: none"> Strongly Agree- 22.73% Agree- 59.09% Disagree- 18.18% Strongly Disagree- 0.00% <p>Boron Jr/Sr High School:</p> <ul style="list-style-type: none"> Strongly Agree- 10.53% Agree-63.16% Disagree-26.32% Strongly Disagree- 0.00% <p>Students: District Wide-</p> <ul style="list-style-type: none"> Agree- 70% (322) Disagree- 30% (138) <p>Staff: District Wide-</p> <ul style="list-style-type: none"> Strongly Agree- 20.99% Agree- 53.09% Disagree- 16.05% Strongly Disagree- 9.88% 		

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)

NA

Location(s):

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

NA

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

The district is reviewing options to address chronic absenteeism.

2018-19 Actions/Services

The district is contracting an outside agency to create a plan to address chronic absenteeism.

2019-20 Actions/Services

The district is contracting an outside agency to create a plan to address chronic absenteeism.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1000	1000	1000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Cost of services	5000-5999: Services And Other Operating Expenditures Cost of services	5000-5999: Services And Other Operating Expenditures Cost of services

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)

NA

Location(s):

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

NA

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low income

Scope of Services:

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

LEA-wide

Location(s):

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

All schools

Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

Designate new PBIS teams to be trained at Boron Jr/Sr HS and Desert Jr/Sr HS.

2018-19 Actions/Services

Review effectiveness of PBIS and implement SWIS data system using stipends for a teacher leadership team to principally support the emotional needs of our unduplicated students.

2019-20 Actions/Services

Monitor effectiveness of PBIS across the district and SWIS data system using stipends for a teacher leadership team to principally support the emotional needs of our unduplicated students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4000	4000	4000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Incentives and release time including benefits	1000-1999: Certificated Personnel Salaries Incentives and release time including benefits	1000-1999: Certificated Personnel Salaries Incentives and release time including benefits

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

Unchanged goal

Goal 5

The district will expand the course offerings and establish career pathways for career readiness as determined by research done in 2014-15.

State and/or Local Priorities addressed by this goal:

State Priorities: 7. Course Access

8. Pupil Outcomes

Local Priorities: NA

Identified Need:

There are less than 20% of our students enrolled in CTE courses.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 7 (a) Course Access Rate of students enrolled in CTE courses (grades 7-12)	22% enrollment rate for Jr and Sr. 40% overall.	Goal -25% enrollment rate for Jr and Sr. 42% overall. Actual - 15% for Jr and Sr 32% overall	Goal -27% enrollment rate for Jr and Sr. 37% overall.	Goal -29% enrollment rate for Jr and Sr. 43% overall.
Priority 7 (a) Course Access Rate of students enrolled in UC/CSU required	65%	Goal -67% Actual -65%	Goal -69%	Goal -71%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
courses (grades 9-12)				
Priority 7 (a) Course Access Number/rate of AP courses offered (grades 9-12)	8 AP courses	Goal-10 AP courses Actual- 11 AP courses	Goal-10 AP courses	Goal-11 AP courses
Priority 7(a) Course Access Rate of students in grades 11th and 12th enrolled in AP course	60%	Goal-62% Actual- 60%	Goal-64%	Goal-65%
Priority 7 (b) Course Access Rate of remedial course enrollment	7%	Goal-6% Actual- 6%	Goal-5%	Goal-5%
Priority 7 (b) Course Access Unduplicated pupils have	100%	Goal-Maintain 100% Actual- 100%	Goal-Maintain 100%	Goal-Maintain 100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
access to full course of study				
Priority 7 (c) Course Access Number/rate of course offerings for students with exceptional needs	SDC classes-4 classes total (2 elementary, 2 middle/high school) / 75% course rate	Goal -SDC classes- 4 classes total. (2 elementary, 2 middle/high school) / 75% course rate Actual - SDC classes-4 classes total (2 elementary, 2 middle/high school) / 75% course rate	Goal -SDC classes-4 classes total. (2 elementary, 2 middle/high school) / 75% course rate	Goal -SDC classes-4 classes total. (2 elementary, 2 middle/high school) / 75% course rate
Priority 8 Pupil Outcomes AP Exam Participation Rate (rate of students who took ap classes and tested or rate of students in school eligible for and took ap classes)	64% of students enrolled in an AP course has taken the AP exam.	Goal -70% Actual - Results will be available July 2018	Goal -75%	Goal -80%

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)

All

Location(s):

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

Desert Jr/Sr High School, Boron Jr/Sr High School

OR

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

Students to be Served:

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

NA

Scope of Services:

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

NA

Location(s):

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

NA

Actions/Services

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

Unchanged

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

Modified

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

modified

2017-18 Actions/Services

Continue to offer increased course offerings created with the CTEIG grant as funding transitions to the district.

2018-19 Actions/Services

Continue to offer increased course offerings created with the CTEIG grant as funding transitions to the district.

Expand CTE in Transportation sector and Performing Arts industry sector.

2019-20 Actions/Services

Continue to offer increased course offerings created with the CTEIG grant as funding transitions to the district.

Expand CTE in Transportation sector and Performing Arts industry sector.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	100,000	100,000	100,000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Cost of teacher salaries	1000-1999: Certificated Personnel Salaries Cost of teacher salaries	1000-1999: Certificated Personnel Salaries Cost of teacher salaries
Amount	46,000	46,000	46,000
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee 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)

All

Location(s):

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

Boron Jr/Sr High School, Desert Jr/Sr High School

OR

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

Students to be Served:

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

NA

Scope of Services:

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

NA

Location(s):

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

NA

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Explore at least one internship with local business partners for each high school.

2018-19 Actions/Services

Met with NASA to explore at least one internship for each high school.

2019-20 Actions/Services

Met with NASA to explore at least one internship for each high school.

Budgeted Expenditures

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

Action 3

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

Students to be Served:

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

All

Location(s):

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

Desert Jr/Sr High School, Boron Jr/Sr High School

OR

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

Students to be Served:

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

NA

Scope of Services:

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

NA

Location(s):

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

NA

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Maintain course offerings, offer additional course offerings, and continue with one additional CTE instructor at each high school through CTEIG grant.

2018-19 Actions/Services

Maintain course offerings, offer additional course offerings, and continue with one additional CTE instructor at each high school through CTEIG grant.

2019-20 Actions/Services

Maintain course offerings, offer additional course offerings, and continue with one additional CTE instructor at each high school through CTEIG grant.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1500	1500	1500
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies materials to support classes	4000-4999: Books And Supplies materials to support classes	4000-4999: Books And Supplies materials to support classes
Amount	64,000	32,000	No Cost
Source	Other	Grant	

Year	2017-18	2018-19	2019-20
Budget Reference	1000-1999: Certificated Personnel Salaries CTE Instructors	1000-1999: Certificated Personnel Salaries CTE Instructors	NA
Amount	12,800	19,000	25,500
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	12,800	6,400	No cost
Source	Other	Grant	NA
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	NA

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)

All

Location(s):

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

Desert Jr/Sr High School, Boron Jr/Sr High School

OR

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

Students to be Served:

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

NA

Scope of Services:

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

NA

Location(s):

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

NA

Actions/Services

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

Unchanged

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

Modified

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

unchanged

2017-18 Actions/Services

Continue to implement student portfolios.

2018-19 Actions/Services

Discontinued due to ineffectiveness.

2019-20 Actions/Services

NA

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	500	NA	NA
Source	Base	NA	NA
Budget Reference	4000-4999: Books And Supplies materials	NA	NA

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)

NA

Location(s):

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

NA

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All schools

Actions/Services

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

NA

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

New

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

unchanged

2017-18 Actions/Services

NA

2018-19 Actions/Services

Due to CTE classes being available throughout the district, transportation will be available to support unduplicated student's attendance for CTE classes and the opportunity to visit other programs and employers.

2019-20 Actions/Services

Due to CTE classes being available throughout the district, transportation will be available to support unduplicated student's attendance for CTE classes and the opportunity to visit other programs and employers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	80,000	80,000
Source	NA	supplemental	supplemental
Budget Reference	NA	2000's & 3000's: CTE specific transportation Classified personnel salaries and benefits	2000's & 3000's: CTE specific transportation Classified personnel salaries and benefits

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

Unchanged goal

Goal 6

The district will actively seek to increase parent involvement in the schools/ District academic programs/committees as measured by the parent survey and participation records of held meetings.

State and/or Local Priorities addressed by this goal:

State Priorities: 3- Parental Involvement

Local Priorities: NA

Identified Need:

The district is continually to find ways to increase parent involvement as less than 60% of parents attend school functions.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3 (a) Parent Involvement	3A: The district will show involvement through programs for unduplicated students and special needs groups with Title I meetings, Special Education meetings, SSC/DAC, parent volunteers, and Back to School Night. The district will track participation through sign-in sheets. 100% participation according to the specific meetings.	3A: The district will increase parent involvement through programs for unduplicated students and special needs groups with Title I meetings, Special Education meetings, SSC/DAC, parent and Back to School Night. 77% participation.	3A: The district will increase parent involvement through programs for unduplicated students and special needs groups with Title I meetings, Special Education meetings, SSC/DAC, parent and Back to School Night. 80%	3A: The district will increase parent involvement through programs for unduplicated students and special needs groups with Title I meetings, Special Education meetings, SSC/DAC, parent and Back to School Night. 85%
Priority 3 (b) Parent Involvement Parents of unduplicated students will be invited to all school events and functions through automated phone calls, flyers, and school website.	100%	Goal-100% Actual- 100%	Goal-100%	Goal-100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3 (c) Parent involvement Parents involvement of students of exceptional students will be invited to attend IEPs, 504 meetings via personal phone call and follow up reminders	100%	Goal-100% Actual- 100%	Goal-100%	Goal-100%

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)

NA

Location(s):

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

NA

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Continue to update and create online training to financial forms available at the school sites for Free and Reduced Lunch, Financial Aid, college applications, job applications, and scholarships.

2018-19 Actions/Services

Maintain online training to financial forms available at the school sites for Free and Reduced Lunch, Financial Aid, college applications, job applications, and scholarships.

2019-20 Actions/Services

Maintain online training to financial forms available at the school sites for Free and Reduced Lunch, Financial Aid, college applications, job applications, and scholarships.

Budgeted Expenditures

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

Action 2

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

Students to be Served:

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

All

Location(s):

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

All schools

OR

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

Students to be Served:

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

NA

Scope of Services:

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

NA

Location(s):

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

NA

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Continue to utilize the District Facebook page, District website, School Messenger, and other media outlets to notify parents, guardians, and community organizations of informational meetings and trainings.

2018-19 Actions/Services

Continue to utilize the District Facebook page, District website, School Messenger, and other media outlets to notify parents, guardians, and community organizations of informational meetings and trainings.

2019-20 Actions/Services

Continue to utilize the District Facebook page, District website, School Messenger, and other media outlets to notify parents, guardians, and community organizations of informational meetings and trainings.

Budgeted Expenditures

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

Action 3

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

Students to be Served:

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

NA

Location(s):

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

NA

OR

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

Students to be Served:

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

English Learners, Foster Youth, and/or Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All schools

Actions/Services

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

Unchanged

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

Modified

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

modified

2017-18 Actions/Services

Based on stakeholder feedback, training will be provided to parents of students with special needs.

2018-19 Actions/Services

Instead of separate training for parents, we initiated the information into the IEP process. The action is discontinued.

2019-20 Actions/Services

NA

Budgeted Expenditures

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

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)

NA

Location(s):

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

NA

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All schools

Actions/Services

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

Unchanged

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

Modified

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

modified

2017-18 Actions/Services

Translate current online training to various languages based on student enrollment.

2018-19 Actions/Services

Action was removed due to a lack of effectiveness

2019-20 Actions/Services

NA

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	NA	NA
Source	Supplemental	NA	NA
Budget Reference	5000-5999: Services And Other Operating Expenditures Cost of translation services	NA	NA

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)

NA

Location(s):

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

NA

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

Specific schools

Location(s):

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

Boron high school

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Maintain lab time for parents as needed.

2018-19 Actions/Services

Addition of lab time before and after school hours for parents of unduplicated students to have access to education services on the internet.

2019-20 Actions/Services

Addition of lab time before and after school hours for parents of unduplicated students to have access to education services on the internet.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$18,000	\$18,000	\$18,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Continued employee costs	2000-2999: Classified Personnel Salaries Continued employee costs	2000-2999: Classified Personnel Salaries Continued employee costs
Amount	\$4350	\$4350	\$4350
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 6

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

Students to be Served:

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

All

Location(s):

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

All schools

OR

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

Students to be Served:

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

NA

Scope of Services:

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

NA

Location(s):

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

NA

Actions/Services

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

Unchanged

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

Changed

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

NA

2017-18 Actions/Services

Review and evaluate effectiveness, and revise trainings as needed.

2018-19 Actions/Services

This action is now part of our standard operating procedures and will be removed as an action item for this goal.

2019-20 Actions/Services

NA

Budgeted Expenditures

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$ 889,378

Percentage to Increase or Improve Services

6.22%

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).

Muroc Joint Union School District has an unduplicated rate of 32.02%. The district will be spending supplemental grant funding as determined by the district's goals of this LCAP and actions to progress towards those goal. Services and expenditures funded with supplemental monies will be principally directed to support the unduplicated students.

Interventions under the RTI model have been demonstrated as effective as indicated in research conducted by Richard DuFour, Rebecca DuFour, Robert Eacker, Thomas Many, and Robert J Marzano. RTI interventions will be provided to all students, on a dedicated and scheduled basis with direct monitoring from a site-dedicated Learning Director.

The district's 6 goals address areas to improve academic achievement for all students including low income, foster youth, and English learners.

The Dashboard reports for suspension rates show all students were in orange, foster youth were red, and students with disabilities were red, the Hispanic population were red and the white population were orange. 7.4% of the 148 Hispanic students were suspended at some point during the school year an increase of 4.8%.

The most significant testing discrepancies include students with disabilities. In Mathematics, of the 105 students who tested, their scores averaged 136 points below level 3 and maintained at -2.5 points as shown on the California Dashboard. Of the 106 students who tested in English Language Arts (ELA) the average score was 111.8 points below level 3 representing a -7.3 point decrease.

The district will address these areas of need in the following areas:

Goal One: Basic educational services and achievement

- Four learning directors to assist teachers with best practices
- Provide support and training for ELA adopted materials
- Provide training in best practices for teachers of English Learners, Low income, and Foster Youth
- Provide training for new teachers in ELA/Math adopted materials
- Provide an English Learner coach to work with teachers and students in the ELD program

Goal 2: Student achievement

- Provide supplemental material for English Learners

- Training and monitoring of English Learner curriculum and student progress
- Maintain partnerships with other agencies for foster youth
- Continue to monitor and adjust interventions for at-risk students
- Continue to provide support to schools with PBIS and students who are English Learners, low income, and foster youth
- Provide a counselor to address attendance and provide support for foster youth and low income students
- Provide a music program for students at the Boron schools
- Provide computer lab time at Boron schools for parent and student access
- Addition of psychologist intern to provide support for students with disabilities
- Maintain two teaching positions at West Boron Elementary to reduce class size
- Maintain attendance secretary at Boron High School to support English Learners, low income and foster youth

Goal 3: Facilities

- Provide annual inspections of facilities
- Maintain facility upkeep as needed
- Use grant money to construct dedicated buildings for STEM/CTE pathways

Goal 4: Attendance and chronic absenteeism

- District will design and implement a plan to address chronic absenteeism
- Review effectiveness of PBIS and implement SWIS data system

Goal 5: CTE Pathways

- Increase CTE offerings and expand pathways
- Explore internships and partnerships with local businesses
- Provide CTE instructor through CTEIG grant
- Provide transportation to support students attendance in CTE classes and opportunities to visit programs in the area

Goal 6: Parent Involvement

- Maintain training for parents for FAFSA, college applications, job applications, scholarships and other forms to complete
- Continue to utilize social media outlets for information sharing and to get feedback from parents
- Maintain lab time for parents at Boron High School

Based on supporting research and educational theory, the Muroc Joint Unified School District determined the actions outlined in this LCAP to be an effective use of funds to meet the District's goals for low socioeconomic, English Learner, and Homeless/Foster youth. The actions and services provided by the district with supplemental funds significantly benefit our unduplicated pupils. In the absence of supplemental funds provided by the Local Control Funding Formula, the majority of these actions and services would be discontinued

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

\$ 615,089

4.24%

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 will be spending supplemental grant funding as determined by the district's goals as outlined in section 2 of this LCAP and actions to progress towards those goals as outlined in section 2. Services and expenditures funded with supplemental monies will be principally directed to support the unduplicated students.

Muroc Joint Union School District has an unduplicated rate of 28.69%. Beyond directly targeted services outlined in Section 2, the district has determined that the most effective use of its LCFF supplemental and concentration grant funds would be to provide district-wide interventions. Although interventions will implemented district-wide, they will be principally directed at the unduplicated population because they represent the majority of students needing those interventions. The alternative would be to provide interventions only for targeted pupils.

Interventions under the RTI model have been demonstrated as effective as indicated in research conducted by Richard DuFour, Rebecca DuFour, Robert Eacker, Thomas Many, and Robert J Marzano. RTI interventions will be provided to all students, on a dedicated and scheduled basis with direct monitoring from a site-dedicated Learning Director.

Services for low income, foster youth, and English learners will be increased/improved as identified in Section 2 of this Local Control Accountability Plan in the following areas:

Increase professional development for staff

Maintenance of EL component of ELA curriculum

Maintenance of targeted intervention program

Expand before/after school programs

Increase time for Academic Adviser

Expand availability of parent resources

Increase parent outreach

Provide additional Learning Director so that each school site has dedicated and individualized support.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

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

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

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

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

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address

how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

E. High school graduation rates;

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

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

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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