



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

Rio Bravo-Greeley Union
Elementary School District

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.

The Rio Bravo-Greeley Union School District believes that all students can succeed and should be granted the appropriate academic environment to do so. We believe that students should be thriving in 21st century skills and digital learning while in a new era of Common Core mentality. All students will grow to become innovative and self-motivated within a collaborative school community. We strive to create students who will be college, career, and civic life ready with a sense of self and morality. We believe in Deeper Learning incorporating the 6C's into our student's daily tasks: Collaboration, Creativity, Critical Thinking, Citizenship, Character, and Communication.

Rio Bravo-Greeley is located approximately 12 miles west of Bakersfield, California, at the intersection of State Route 43 and Kratzmeyer Road in an area that is predominantly farmland and oil related businesses. In recent years, new residential development has begun to push into our district boundaries. The school district has a long tradition of educational excellence, which was established 125 years ago. For most of those first one hundred years Rio Bravo-Greeley was a small rural farm community between Bakersfield and Buttonwillow where very little ever changed. In recent years, however, change has become the norm.

There is a long tradition of excellence in every aspect of the district's programs and maintaining this excellence in the midst of rapid growth has stretched the district's collective creativity. The district's

extraordinary facilities have always been a key ingredient to the outstanding programs offered to the students of Rio Bravo-Greeley. A swimming pool, gymnasium, and auditorium have enabled the staff at Rio Bravo-Greeley to offer wonderful school experiences to all students. The Rio Bravo-Greeley School District is experiencing steady growth in almost every area of the school's experience. An outstanding and dedicated staff is responding to this growth with district programs that are exciting and challenging. Rio Bravo-Greeley truly is a great place to grow!

The district is composed of two schools, Rio Bravo Elementary serving TK-4 and Rio Bravo-Greeley Elementary School serving 5-8. Special Education Preschool is also hosted at Rio Bravo Elementary. Enrollment as of Census Day 10/04/2017 district-wide: 1029

District-wide student body composition as of 10/04/2017:

- Unduplicated Student Count: 51%
- English Learners (ELs): 11%
- Title III: 0.3%
- Migrant Ed: 0.2%
- Title I: 10%
- Socioeconomically Disadvantaged: 50%
- Special Education: 7%
- Foster Youth: 0%
- Homeless: 2%
- English Learners (ELs) Primary Language Spanish: 92%
- Hispanic: 41.11%
- American Indian/Alaskan Nat: 1.46%
- Filipino: 0.39%
- Asian: 1.26%
- African American: 0.97%
- Hawaiian/ Pacific Islander: 0.39%
- White: 54.13%
- Multiple: 0.29%

LCAP Highlights

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

Through analysis of our state and local data, as well as input from staff and stakeholders, we have identified our focus areas to be addressed to achieve our vision: All students will thrive in 21st century skills and digital learning while in a new era of Common Core mentality. We strive to create students who will be college, career, and civic life ready with application of the LCAP goals deepening the learning of students' daily tasks.

Identified Goals of Focus for the next three years:

Goal 1: All students will show academic growth in California state adopted standards.

- A high quality instructional program will be offered through implementation of the content and performance standards for all students, including EL Programs and services enabling ELs to access to the CORE and ELD standards. (Priority 2)
- Pupil achievement will show growth via statewide assessments, Academic Performance Index, EL progress toward English proficiency, and EL reclassification rate. (Priority 4)

- Course Access and enrollment will be available to all students in all required areas of study. (Priority 7)

Goal 2: Ensure campus safety and positive school culture at all school sites.

- Parental involvement will be encouraged and measured in efforts to seek parent input and decision making. (Priority 3)
- Pupil engagement will be encouraged and measured by school attendance rates, chronic absenteeism rates, and middle school dropout rates. (Priority 5)
- Positive school climate will be encouraged and measured by student suspension rates, student expulsion rates, and other local measure. (Priority 6)

Goal 3: Focus on college and career readiness which encompasses 21st century learning skills and leveraging the digital.

- Basic services will be to a degree of which teachers are appropriately assigned and credentialed in subject areas, students have sufficiently access to standards-aligned instructional materials, and in which school facilities are maintained and in good repair. (Priority 1)
- Other pupil outcomes will be measured as additional indicators of student performance in required areas of study. (Priority 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

The Rio Bravo-Greeley Union School District is extremely proud of its greatest progress as it relates to the LCAP's three goals district-wide:

Goal 1: All students will show academic growth in English Language Arts and Mathematics.

- SBAC English Language Arts RBE (Grades 3-4) Indicator Fall 2017 highlights the school increased 7.7 points in relation to the average distance from level 3- Standard Met. (Priority 4)
- SBAC English Language Arts RBE (Grades 3-4) Indicator Fall 2017 highlights the school's Socioeconomically Disadvantaged students increased 11.5 points in relation to the average distance from level 3- Standard Met. (Priority 4)
- SBAC English Language Arts RBE (Grades 3-4) Indicator Fall 2017 highlights the school's Students with Disabilities students increased 18.3 points in relation to the average distance from level 3- Standard Met. (Priority 4)
- SBAC English Language Arts RBE (Grades 3-4) Indicator Fall 2017 highlights the school's Hispanic students increased 12.2 points in relation to the average distance from level 3- Standard Met. (Priority 4)
- SBAC Mathematics RBE (Grades 3-4) Indicator Fall 2017 highlights the school increased 5.7 points in relation to the average distance from level 3- Standard Met. (Priority 4)

- SBAC Mathematics RBE (Grades 3-4) Indicator Fall 2017 highlights the school's Socioeconomically Disadvantaged students increased 4.7 points in relation to the average distance from level 3- Standard Met. (Priority 4)
- SBAC Mathematics RBE (Grades 3-4) Indicator Fall 2017 highlights the school's Hispanic students increased 1.7 points in relation to the average distance from level 3- Standard Met. (Priority 4)
- SBAC Mathematics RBE (Grades 3-4) Indicator Fall 2017 highlights the school's White students increased 7 points in relation to the average distance from level 3- Standard Met. (Priority 4)
- The district is proud to offer 100% implementation of the CA academic and performance standards, as well as strong instructional strategies, and implementation of programs/services that enable ELs to access CCSS and ELD standards for academic content knowledge and English Language proficiency. The district is proud to offer 100% pupil access to and are enrolled in a broad course of study and 100% of unduplicated and pupils with exceptional needs have access to and are enrolled in programs/services specific to their needs. The district is proud to have increased STEM Project Lead the Way courses from two to four significantly increasing the number of electives offered and students reached for CTE modeled courses. (Priority 2, 4, 7)

Goal 2: Increase and improve school culture at all school sites.

- SBAC Suspension RBGUSD District-wide Indicator Fall 2017 highlights English Learner students declined 1.1% with low status. (Priority 6)
- SBAC Suspension RBGUSD District-wide Indicator Fall 2017 highlights African Americans status very low at 0.0%. (Priority 6)
- SBAC Suspension RBGUSD District-wide Indicator Fall 2017 highlights Asian students status very low at 0.0%. (Priority 6)
- SBAC Suspension RBE (Grades 3-4) Indicator Fall 2017 highlights the school declined from 0.9% to 0.7% with low status. (Priority 6)
- SBAC Suspension RBE (Grades 3-4) Indicator Fall 2017 highlights the school's English Learner students maintained with low status. (Priority 6)
- SBAC Suspension RBE (Grades 3-4) Indicator Fall 2017 highlights the school's Hispanic students maintained with low status. (Priority 6)
- SBAC Suspension RBE (Grades 3-4) Indicator Fall 2017 highlights the school's White students declined from 1.3% to 0.7% with low status. (Priority 6)
- SBAC Suspension RBG (Grades 5-8) Indicator Fall 2017 highlights the school's English Learner students declined significantly from 7.1% to 2.0% with low status. (Priority 6)
- The district is proud to offer a vast number of parent involvement opportunities to various stakeholder groups: LCAP parent nights and survey, English Language parent meetings, parent education nights targeted towards our the unduplicated count, and our special education community. (Priority 3)
- The district is proud to maintain a high attendance rate maintaining approximately around 96%. The district is proud to focus on Positive Behavioral Interventions & Supports- PBIS to make sure all students receive strong first instruction while keeping our suspension and expulsion rate to a minimum. (Priority 5, 6)

Goal 3: Continue to maintain current programs and facilities.

- The district is very proud to have offered a high level and proceeding expectation of professional development being standards based, rich in instructional strategies, and deepening the learning of students' daily tasks. The district has worked diligently to become nearly 1:1 Chromebook based.
- The district is proud to maintain FIT good/exemplary rating for all schools. (Priority 1)

- The district is proud to execute a rigorous district-wide benchmark schedule with higher level item specifications and progress monitoring students throughout the year. (Priority 8)

The district plans to maintain and build upon its success by continuing to secure internal and external accountability. The district plans to incorporate four key components of its road-map, and into its LCAP goals, over the course of the next three years. These key components include building upon: Instructional Strategies, Standards Based Instruction, Technology, and College and Career Readiness. Each year will build upon the last. We will continue to put an emphasis on building collective efficacy and professional development. Students learn best when teachers know and practice best. District-wide we will continue to, and grow deeper in, analyzing data as it relates to student achievement for all students and subgroups.

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 Rio Bravo-Greeley Union School District identifies the below greatest needs as they relate to the LCAP's three goals district-wide:

Goal 1: All students will show academic growth in English Language Arts and Mathematics.

CA School Dashboard: English Language Arts (Priority 4)

Color: The following student groups are performing in the red or orange performance categories:

- All Students: Orange
- English Learners: Orange
- Socioeconomically Disadvantaged: Orange
- Students with Disabilities: Red
- Hispanic: Orange

Status: The following student groups are performing below level 3 and are identified in the low or very low status level:

- All Students: Low (18.1 points below)
- English Learners: Low (64.6 points below)
- Homeless: Very Low (70.4 points below)
- Socioeconomically Disadvantaged: Low (46.4 points below)
- Students with Disabilities: Very Low (102.7 points below)
- Asian: Low (7 points below)
- Hispanic: Low (39.9 points below)

Change: The following student groups declined or declined significantly in change level:

- All Students: Declined (-8.8 points)
- English Learners: Declined (-10.2 points)
- Socioeconomically Disadvantaged: Declined (-7.3 points)
- Students with Disabilities: Declined Significantly (-16 points)
- Hispanic: Declined (-6.7 points)

- White: Declined (-11.7 points)

CA School Dashboard: Mathematics (Priority 4)

Color: The following student groups are performing in the red or orange performance categories:

- All Students: Orange
- English Learners: Orange
- Socioeconomically Disadvantaged: Orange
- Students with Disabilities: Red
- Hispanic: Orange

Status: The following student groups are performing below level 3 and are identified in the low or very low status level:

- All Students: Low (37.9 points below)
- English Learners: Low (71.6 points below)
- Homeless: Low (88 points below)
- Socioeconomically Disadvantaged: Low (68.3 points below)
- Students with Disabilities: Very Low (123.2 points below)
- Hispanic: Low (59.8 points below)

Change: The following student groups declined or declined significantly in change level:

- All Students: Declined (-4.2 points)
- Socioeconomically Disadvantaged: Declined (-3.3 points)
- Students with Disabilities: Declined Significantly (-20.8 points)
- White-Declined (-8.2 points)

CA English Learner Progress (Priority 4)

Color: The following student group is performing in the red or orange performance categories:

- English Learners: Orange

Status: The following student group is performing in the low or very low status level:

- None

Change: The following student group declined or declined significantly in change level:

- English Learners-Declined Significantly (-10.3%)

Goal 2: Increase and improve school culture at all school sites.

Suspension Rate (Priority 6)

Color: The following student groups are performing in the red or orange performance categories:

- All Students: Orange
- Socioeconomically Disadvantaged: Orange
- Students with Disabilities: Red
- Hispanic: Orange
- White-Orange

Status: The following student groups are identified in the high or very high status level:

- Homeless: Very High (11.5%)
- Socioeconomically Disadvantaged: High (3.3%)
- Students with Disabilities: High (3.6%)
- American Indian: High (5%)

Change: The following student groups increased or increased significantly in change level:

- All Students: Increased (+1.1%)
- Socioeconomically Disadvantaged: Increased (+1.7%)
- Students with Disabilities: Increased Significantly (+2.5%)
- American Indian: Increased Significantly (+5%)
- Hispanic: Increased (+0.7%)
- White: Increased (+1.5%)

Goal 3: Continue to maintain current programs and facilities.

- Continue to maintain technology and support programs such as GATE, PLTW, and AVID

Steps the LEA is planning to take to address these areas with the greatest need for improvement:

Goal 1:

- In an effort to increase overall and subgroup academic growth in California state adopted standards the district will focus on standards based instruction with the prioritization lending to the creation of rigorous CFAs, Data Team PLC professional development, and eventually leading to standards based report cards
- Continue efforts in teacher professional development as related to ELD in all subjects
- Continue implementation of WFTB writing program to enhance students' ability to articulate in writing a performance based task

Goal 2:

- Continue implementation plan of PBIS while using more data to support and identify greatest area of needs as it relates to students, subgroups, behaviors, and location of behaviors
- Focus on overall positive school climate where students will be safe and secure
- The addition of a district-wide nurse with focus on school safety, connecting families to community resources based on need

Goal 3:

- Continue to maintain technology and support programs such as GATE, PLTW, and AVID with the purpose of preparing all students to be college and career ready

Rio Bravo-Greeley Union School District was eligible via Kern County Superintendent of Schools to volunteer participate in Differentiated Assistance. However; the district is on the correct path and maintain current vision. This vision is supported in the LCAP goals and action steps. The district is very proud to announce that as preliminary CAASPP scores roll in scores are on the rise and meeting the needs to students and requirements of the state.

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 not two or more performance levels below "All Students" performance the district identifies the following performance gaps:

- The 2017 Fall CA English Language Arts (Grades 3-8) Indicator reflects "All Students" as being in the Orange performance band and the following student group identified as being in the Red:Students with Disabilities. (Priority 4)
- The 2017 Fall CA Mathematics (Grades 3-8) Indicator reflects "All Students" as being in the Orange performance band and the following student group identified as being in the Red:Students with Disabilities. (Priority 4)
- The 2017 Fall CA Suspension Indicator reflects "All Students" as being in the Orange performance band and the following student group identified as being in the Red:Students with Disabilities. (Priority 6)

The district is also utilizing the student information system Illuminate Education to not only track assessments and behavior but use the data collection to implement best practices. Collected assessment data includes local CFAs, benchmarks, CAASPP Interims, and more. For behavior examples of examining reoccurring locations, times, involved individuals. This data is being used to drive important decision making and addressing the root cause of school climate issues verses treating the symptoms of potential student behavior violations. The district is focused on a continuous cycle of important at it addresses this performance gap.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

The Rio Bravo-Greeley Union School District identifies the below significant ways that the LEA will increase or improve services for low-income students, English Learners, and Foster Youth.

Goal 1: All students will show academic growth in English Language Arts and Mathematics.

- Provide professional development for teachers to identify continue to identify priority standards within their grade levels working horizontally and vertically. Provide professional development to support implementation of Common Core ELA and Mathematics standards, English Language Development strategies, and digital learning to enhance and improve the delivery of ELA and Mathematics instruction. Identification of priority standards is leading to the creation of CFAs, Data Team PLC professional development, and standards based report cards. Teachers are becoming better data analysis and looking at data as it pertains to overall students and student groups; specifically low-income students, English Learners, and Foster Youth. (Priority 2)
- The district is looking to strengthen the designated English Language Development (ELD) time for English Learners (ELs) through professional development on ELD and looking at data analysis. (Priority 4)

Goal 2: Increase and improve school culture at all school sites.

- Maintain parent education training throughout the year for the parents to learn strategies to help their students and to help the parents of English language skills. With priority to

unduplicated students and students with disabilities. Example of parent meetings include ELs, Title I, Special Education. (Priority 3)

Goal 3: Focus on college and career readiness which encompasses 21st century learning skills and leveraging the digital.

- The district will continue to focus on technology for leveraging academic learning, rigor, assessment, intervention and enrichment. (Priority 8)

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	\$10,199,837.89
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$805,842.00

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

General fund expenditures focus primarily on certificated and classified salary and benefits. Additional general fund expenditures are allotted towards instructional materials and operations.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$8,805,307.00

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 1

All students will show academic growth in California state adopted standards.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Priority 2: Implementation of State Standards
A: Implementation of CA academic and performance standards

17-18

100% implementation of CA academic and performance standards

Baseline

100% implementation of CA academic and performance standards

Metric/Indicator

Priority 2: Implementation of State Standards
B: How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency

17-18

100% programs and services enable ELs to access core and ELD standards

Actual

Priority 2: Implementation of State Standards

A: Implementation of CA academic and performance standards

100% implementation of CA academic and performance standards

Priority 2: Implementation of State Standards

B: How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency

100% programs and services enable ELs to access core and ELD standards

Expected

Baseline

100% programs and services enable ELs to access core and ELD standards

Metric/Indicator

Priority 4: Pupil Achievement

A: Statewide assessments

17-18

Smarter Balanced Statewide Assessment 2016-2017:

- 50% of all students met at grade level or above in ELA
- 40% of all students met grade level or above in Mathematic

Baseline

Smarter Balanced Statewide Assessment 2015-2016:

- 45% of all students met at grade level or above in ELA
- 35% of all students met grade level or above in Mathematics

Metric/Indicator

Priority 4: Pupil Achievement

B: Academic Performance Index

17-18

NA

Baseline

NA

Metric/Indicator

Priority 4: Pupil Achievement

C: Percentage of pupils completing A-G courses or CTE sequences/programs

17-18

NA (Elementary District)

Baseline

NA (Elementary District)

Metric/Indicator

Priority 4: Pupil Achievement

D: Percentage of EL pupils making progress toward English proficiency

Actual

Priority 4: Pupil Achievement

A: Statewide assessments

Smarter Balanced Statewide Assessment 2016-2017:

- 42.43% of all students met at grade level or above in ELA
- 33% of all students met grade level or above in Mathematics

Priority 4: Pupil Achievement

B: Academic Performance Index

NA

Priority 4: Pupil Achievement

C: Percentage of pupils completing A-G courses or CTE sequences/programs

NA (Elementary District)

Priority 4: Pupil Achievement

D: Percentage of EL pupils making progress toward English proficiency

* Transition to ELPAC

Expected

17-18

AMAO 1: Increase from 54% to 55%

AMAO 2a: Increase from 22.2% to 23% for students less than 5 years

AMAO 2b: Increase from 47.9% to 49% for students 5 or more years

Baseline

AMAO 1: 54%

AMAO 2a: 22.2%

AMAO 2b: 47.9%

Metric/Indicator

Priority 4: Pupil Achievement

E: English Learner reclassification rate

17-18

Increase to 8%

Baseline

6.3%

Metric/Indicator

Priority 4: Pupil Achievement

F: Percentage of pupils passing AP exam with 3 or higher

17-18

NA (Elementary District)

Baseline

NA (Elementary District)

Metric/Indicator

Priority 4: Pupil Achievement

G: Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other)

17-18

NA (Elementary District)

Actual

AMAO 1: NA

AMAO 2a: NA

AMAO 2b: NA

Priority 4: Pupil Achievement

E: English Learner reclassification rate

* Transition to ELPAC

As of May 20, 2018: Reclassification Rate decreased to 5%

Priority 4: Pupil Achievement

F: Percentage of pupils passing AP exam with 3 or higher

NA (Elementary District)

Priority 4: Pupil Achievement

G: Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other)

NA (Elementary District)

Expected

Baseline

NA (Elementary District)

Metric/Indicator

Priority 7: Course Access

A: Extent to which pupils have access to and are enrolled in a broad course of study (EC 51210/51220)

17-18

100% of pupils have access to and are enrolled in a broad course of study (EC 51210/51220)

Baseline

100% of pupils have access to and are enrolled in a broad course of study (EC 51210/51220)

Metric/Indicator

Priority 7: Course Access

B: Extent to which pupils have access to and are enrolled in a programs/services for unduplicated pupils

17-18

100% of unduplicated pupils have access to and are enrolled in programs/services specific to their needs

Baseline

100% of unduplicated pupils have access to and are enrolled in programs/services specific to their needs

Metric/Indicator

Priority 7: Course Access

C: Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs

17-18

100% of pupils with exceptional needs have access to and are enrolled in programs/services specific to their needs

Baseline

100% of pupils with exceptional needs have access to and are enrolled in programs/services specific to their needs

Actual

Priority 7: Course Access

A: Extent to which pupils have access to and are enrolled in a broad course of study (EC 51210/51220)

100% of pupils have access to and are enrolled in a broad course of study (EC 51210/51220)

Priority 7: Course Access

B: Extent to which pupils have access to and are enrolled in a programs/services for unduplicated pupils

100% of unduplicated pupils have access to and are enrolled in programs/services specific to their needs

Priority 7: Course Access

C: Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs

100% of pupils with exceptional needs have access to and are enrolled in programs/services specific to their needs

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#1: Provide professional development for teachers to identify Priority Standards in ELA & Math while defining Scope & Sequence per quarter. Including professional development for NGSS and participation in Westside Smalls Summer Institute. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	#1: Provided professional development for teachers to identify Priority Standards in ELA & Math while defining Scope & Sequence per quarter. Including professional development for NGSS and participation in Westside Smalls Summer Institute. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	1000-1999: Certificated Personnel Salaries Supplemental \$26,000.00	1000-1999: Certificated Personnel Salaries Supplemental \$19,348.75
		3000-3999: Employee Benefits Supplemental \$5,406.20	3000-3999: Employee Benefits Supplemental \$2,557.87
			4000-4999: Books And Supplies Supplemental \$1,992.51
			5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2,100.00

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#2. Continue TK-8 Writing focus. Year II implementation of WFTB "Write from the Beginning" and ThinkingMaps strategies. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	#2. Continued TK-8 Writing focus. Year II implementation of WFTB "Write from the Beginning" and ThinkingMaps strategies. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$350.00	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$0.00

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#3. Maintain data and assessment position to support state adopted standards implementation. (Hattie, Visual Learning: Response to	#3. Maintained data and assessment position to support state adopted standards implementation. (Hattie, Visual	1000-1999: Certificated Personnel Salaries Supplemental \$62,548.91	1000-1999: Certificated Personnel Salaries Supplemental \$62,548.92

Intervention 1.07, Direct Instruction 0.59)	Learning: Response to Intervention 1.07, Direct Instruction 0.59)	3000-3999: Employee Benefits Supplemental \$24,855.33	3000-3999: Employee Benefits Supplemental \$21,911.07
		5000-5999: Services And Other Operating Expenditures Supplemental \$2,900.00	5000-5999: Services And Other Operating Expenditures Supplemental \$80.00
		5800: Professional/Consulting Services And Operating Expenditures Supplemental \$7,600.00	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$18,072.89

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#4. Maintain Reading intervention programs K-8 with priority to unduplicated students needing intervention. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)	#4. Maintained Reading intervention programs K-8 with priority to unduplicated students needing intervention. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)	1000-1999: Certificated Personnel Salaries Supplemental \$119,541.58	1000-1999: Certificated Personnel Salaries Supplemental \$122,464.06
		3000-3999: Employee Benefits Supplemental \$31,985.74	3000-3999: Employee Benefits Supplemental \$30,718.32
		4000-4999: Books And Supplies Supplemental \$1,000.00	4000-4999: Books And Supplies Supplemental \$0.00

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#5: Continue to support supplementary bridging materials aligned to state adopted standards. Supplemental materials which reflect best practices combined with best instructional strategies principally directed towards unduplicated count. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)	#5: Continued to support supplementary bridging materials aligned to state adopted standards. Supplemental materials which reflect best practices combined with best instructional strategies principally directed towards unduplicated count. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)		1000-1999: Certificated Personnel Salaries Supplemental \$259.00
			3000-3999: Employee Benefits Supplemental \$46.33
		4000-4999: Books And Supplies Supplemental \$20,000	4000-4999: Books And Supplies Supplemental \$16,082.60
		5800: Professional/Consulting Services And Operating	5800: Professional/Consulting Services And Operating

Expenditures Supplemental
\$31,590.00

Expenditures Supplemental
\$33,506.75

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#6: Provide support to students for English language acquisition throughout the school day. (Hattie, Visual Learning: Summer School 0.23)	#6: Provided support to students for English language acquisition throughout the school day. (Hattie, Visual Learning: Summer School 0.23)	4000-4999: Books And Supplies Supplemental \$5,000.00	4000-4999: Books And Supplies Supplemental \$0.00
			5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,671.04

Analysis

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

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

Actions and services within Actions 1-6 were fully implemented with fidelity as planned. All actions and services within Goal 1 support that all students will show academic growth in California state adopted standards and the district is committed to doing so. Goal 1 actions and services support professional development, data and assessment eventually moving toward fully aligned CFAs, Reading intervention programs, supplementary bridging materials, and supporting English language acquisition throughout the school day.

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

Action 1:

- Professional development for teachers to identify Priority Standards in ELA & Math while defining Scope & Sequence per quarter was deemed highly effective as measured by the work output, teacher reflection and experience, as well as administrative team building with teachers. Upon the completion of the Priority Standards workdays each grade level now has an articulated scope and sequence which can be correlated both vertically and horizontally from one grade level to the next. The identification of priority standards will lead to deeper learning and heightened rigor of student work/task. Articulation of priority standards is setting the stage and leading to planned CFAs- Common Formative Assessments.

Action 2:

- Professional development district-wide deemed highly effective as measured by administration observation, staff execution, student task evidence, and survey data. District is witnessing deeper learning and heightened rigor of student writing rigor. Year II implementation of "Write from the Beginning" continues to produce more student based writing task and alignment to performance task mirroring SBAC writing task and rubrics. The district used administrator walk-throughs and student writing samples as a means for articulating the goal via measurement.

Action 3:

- Professional development and administrative supports has effectively heightened the implementation of instructional strategies, curriculum, intervention, and enrichment. The continued support of the district Coordinator of Academic Programs and use of Illuminate Education Data Assessment has focused the district to be data driven with a growth mindset of using assessments for learning.

Action 4:

- By maintaining reading intervention programs K-8 with priority to unduplicated students the district has experienced continual effectiveness of increasing students' reading grade level. The increase in grade reading level is an attribute providing students the ability to access, comprehend, and reach the CORE in preparation of college and career readiness.

Action 5:

- Purchasing supplementary/bridging materials for Common Core State Standards in ELA and Math was highly effective in helping the district provide rigorous best practices and instructional strategies curriculum to students. Most effective continues to be the extension of ELA CORE Knowledge TK-2 and EL Engage New York grades 3-8. Many supplementary/bridging materials are being used effectively with best instructional strategies principally directed towards the unduplicated count.

Action 6:

- Providing support to students for English language acquisition throughout the school day has been highly effective and measured through ELA STAR data. English Language Learners are continuing to make growth towards reclassification and English language acquisition.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 1 Action Step 1:

Certificated Salary Differential Expenditure Explanation

- Over budgeted by \$6,651.25. District did not encompass as many PD work days as initial thought needed.

Certificated Employee Benefits Differential Expenditure Explanation

- Over budgeted by \$2,848.33. District did not encompass as many PD work days as initial thought needed.

Books and Supplies Differential Expenditure Explanation

- New cost of \$1,992.51. District initially did not encompass the cost of California Common CORE Standards Flip-books to be used during PD workdays.

Professional/Consulting Services and Operating Expenditures Differential Expenditure Explanation

- New cost of \$2,100.00. District did not encompass the services associated with Westside Small School Districts Summer Institute Services.

Goal 1 Action Step 2:

Professional/Consulting Services and Operating Expenditures Differential Expenditure Explanation

- District allotted \$350 for online teacher WFTB portal access however no longer felt needed or used

Goal 1 Action Step 3:

Services and Other Operating Expenditures Differential Expenditure Explanation

- Under spent on travel expenses for Illuminate Education \$2,820.00

Professional/Consulting Services and Operating Expenditures Differential Expenditure Explanation

- Spent an additional \$7,652.89 with Illuminate Education Services to include both student information system and Data and Assessment Piece to support standards alignment, CFAs, and Data Teams

Goal 1 Action Step 4:

Certificated Salary Differential Expenditure Explanation

- District spend an additional \$2,922.48 supporting staff implementing reading intervention programs K-8

Certificated Employee Benefits Differential Expenditure Explanation

- District under spent by \$1,267.42

Books and Supplies Differential Expenditure Explanation

- District allotted \$1,000.00 however district did not need new supplies for the 2017-2018 year

Goal 1 Action Step 5:

Certificated Salary Differential Expenditure Explanation

- Spend an additional non budget amount of \$259.00 to support the compensation of staff who managed electronic supplementary bridging materials

Certificated Employee Benefits Differential Expenditure Explanation

- Spend an additional non budget amount of \$46.33 to support the compensation of staff who managed electronic supplementary bridging materials

Books and Supplies Differential Expenditure Explanation

- For 2017-2018 the need for books and supplies was over budgets and under spend by \$3,917.40

Professional/Consulting Services and Operating Expenditures Differential Expenditure Explanation

- Spend an additional \$1,916.75 on supporting supplementary bridging materials, their associated PD and support and maintenance

Goal 1 Action Step 6:

Books and Supplies Differential Expenditure Explanation

- Did not need books of supplies with decisions to provide electronic technology based interventions and ELD and therefore did not spend originally planned \$5,000.00

Professional/Consulting Services and Operating Expenditures Differential Expenditure Explanation

- Decisions to provide electronic technology based interventions and ELD encompassing a new expenditure of \$3,671.04

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.

No changes were made to the overall Goal 1 during 2017-2018.

Rio Bravo-Greeley Union School District is very committed to the academic progression as outlined in our three year LCAP.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 2

Ensure campus safety and positive school culture at all school sites.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 3: Parental Involvement A: Efforts to seek parent input in making decisions for district and school sites</p>	<p>Priority 3: Parental Involvement</p> <p>A: Efforts to seek parent input in making decisions for district and school sites</p> <p>The district maintained a minimum of 2 Townhall meetings through the academic year</p> <p>The district maintained the yearly LCAP stakeholder surveys which include parents</p> <p>Multiple means of communication for parents/guardians.</p> <p>The district incorporated:</p> <ul style="list-style-type: none">• ParentSquare a messaging system via text, phone and or email• Invitation to all extracurricular, award, academic showcases, and informational events• Flyers home

Expected

17-18

The district will maintain a minimum of 2 Townhall meetings through the academic year

The district will maintain the yearly LCAP stakeholder surveys which include parents

Multiple means of communication for parents/guardians.

The district incorporates:

- ParentSquare a messaging system via text, phone and or email
- Invitation to all extracurricular, award, academic showcases, and informational events
- Flyers home

Increase from 3 to 4 LCAP parent nights during the year along with web-based survey

Baseline

Various stakeholders are invited to attend a variety of meetings through the year to participate in decision making within the district. Examples of these meetings: Parent meetings and LCAP Townhall meetings

Yearly district LCAP stakeholder meetings to gather input in decision making

LCAP parent nights during the year along with web-based survey

Multiple means of communication for parents/guardians.

The district incorporates:

- ParentSquare a messaging system via text, phone and or email
- Invitation to all extracurricular, award, academic showcases, and informational events
- Flyers home

Metric/Indicator

Priority 3: Parental Involvement

B: How district promotes participation of parents for unduplicated pupils

Actual

Increased from 3 to 4 LCAP parent nights during the year along with web-based survey

Priority 3: Parental Involvement

B: How district promotes participation of parents for unduplicated pupils

Maintained 6 English Language parent meetings to inform parents of strategies to help their students

Expected

17-18

Maintain 6 English Language parent meetings to inform parents of strategies to help their students

Increase from 2 to 3 parent education trainings through the year for the parents to learn strategies to help their students and to help the parents targeted at unduplicated student families

Baseline

6 English Language parent meetings to inform parents of strategies to help their students

2 parent education trainings through the year for the parents to learn strategies to help their students and to help the parents targeted at unduplicated student families

Metric/Indicator

Priority 3: Parental Involvement

C: How district promotes participation of parents for pupils with exceptional needs

17-18

Maintain 1 training for parents of special need students at beginning of the year

Baseline

1 training for parents of special need students at beginning of the year

Metric/Indicator

Priority 5: Pupil Engagement

A: School attendance rates

17-18

Maintain a minimum of 95%

Baseline

95.32%

Metric/Indicator

Priority 5: Pupil Engagement

B: Chronic absenteeism rates

Actual

Increased from 2 to 3 parent education trainings through the year for the parents to learn strategies to help their students and to help the parents targeted at unduplicated student families

Priority 3: Parental Involvement

C: How district promotes participation of parents for pupils with exceptional needs

Maintained 1 training for parents of special need students at beginning of the year

Priority 5: Pupil Engagement

A: School attendance rates

As of May 20, 2018: Maintained a minimum of 95%

Priority 5: Pupil Engagement

B: Chronic absenteeism rates

As of May 20, 2018: Maintained 10% or below

Expected

17-18
Maintain 10% or below

Baseline
10%

Metric/Indicator
Priority 5: Pupil Engagement
C: Middle school dropout rates

17-18
0%

Baseline
0%

Metric/Indicator
Priority 5: Pupil Engagement
D: High school dropout rates

17-18
NA (Elementary District)

Baseline
NA (Elementary District)

Metric/Indicator
Priority 5: Pupil Engagement
E: High school graduation rates

17-18
NA (Elementary District)

Baseline
NA (Elementary District)

Metric/Indicator
Priority 6: School Climate
A: Student suspension rates

17-18
Maintain 2% or lower

Baseline
2%

Actual

Priority 5: Pupil Engagement
C: Middle school dropout rates

As of May 20, 2018: Maintained 0%

Priority 5: Pupil Engagement
D: High school dropout rates

NA (Elementary District)

Priority 5: Pupil Engagement
E: High school graduation rates

NA (Elementary District)

Priority 6: School Climate
A: Student suspension rates

As of May 20, 2018: Increased from 2% to 3% Suspension Rate

Expected

Metric/Indicator

Priority 6: School Climate
B: Student expulsion rate

17-18

Maintain under 0.005%

Baseline

0.00097%

Metric/Indicator

Priority 6: School Climate
C: Other local measures on sense of safety and school connectedness

17-18

Maintain 90% or higher of parents stating their students' schools are safe, clean and in good repair

Maintain 90% or higher of parents stating their students' look forward to coming to school

Maintain 90% of parents state their students' are safe at school

Increase from 61.9% to 65% of students stating their schools are safe, clean and in good repair

Increase from 67.7% to 68% of students stating they look forward to attending school

Increase from 88.3% to 89% of students stating they feel safe at school

(Stakeholder Survey Data Feb. 2017)

Actual

Priority 6: School Climate
B: Student expulsion rate

As of May 20, 2018: Maintained under 0.005%

Priority 6: School Climate

C: Other local measures on sense of safety and school connectedness

Maintained 90% or higher of parents stating their students' schools are safe, clean and in good repair

Maintained 90% or higher of parents stating their students' look forward to coming to school

Maintained 90% of parents state their students' are safe at school

Increased from 61.9% to 71% of students stating their schools are safe, clean and in good repair

Increased from 67.7% to 75% of students stating they look forward to attending school

Increased from 88.3% to 95% of students stating they feel safe at school

(Stakeholder Survey Data Feb. 2018)

Expected

Baseline

93.8% of parents state their students' schools are safe, clean and in good repair

94.1% of parents state their students' look forward to coming to school

97% of parents state their students' are safe at school

61.9% of students state their schools are safe, clean and in good repair

67.7% of students state they look forward to attending school

88.3% of students state they feel safe at school

(Stakeholder Survey Data Feb. 2017)

Actual

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#1: Maintain positive school climate and strong student engagement. Continue implementation year II of PBIS "Positive Behavioral Interventions & Supports." (Hattie, Visual Learning: Collaborative Efficacy 1.57)	#1: Maintained positive school climate and strong student engagement. Continue implementation year II of PBIS "Positive Behavioral Interventions & Supports." (Hattie, Visual Learning: Collaborative Efficacy 1.57)	1000-1999: Certificated Personnel Salaries Supplemental \$54,664.95	1000-1999: Certificated Personnel Salaries Supplemental \$54,664.92
		2000-2999: Classified Personnel Salaries Supplemental \$13,939.99	2000-2999: Classified Personnel Salaries Supplemental \$11,762.26
		3000-3999: Employee Benefits Supplemental \$23,339.83	3000-3999: Employee Benefits Supplemental \$19,483.83
			5000-5999: Services And Other Operating Expenditures Supplemental \$640.00

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#2. Maintain programs that reward students for perfect attendance monthly, quarterly, and for the entire school year. (Hattie, Feedback 0.75)	#2. Maintained programs that reward students for perfect attendance monthly, quarterly, and for the entire school year. However; this action will be handled per school site and no longer an action step in the district LCAP beginning 2018-2019. (Hattie, Feedback 0.75)	4000-4999: Books And Supplies Supplemental \$2,500.00	4000-4999: Books And Supplies Supplemental \$0.00

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#3. Maintain a positive school climate, campuses will be safe and security maintained; gates, fences, and locks. (Hattie, Visual Learning: Feedback 0.75)	#3. Maintained a positive school climate, campuses will be safe and security maintained; gates, fences, and locks. District will be modify this action step. District will also be adding two new action steps to Goal 2 to include the safety and well-being of our students. These actions include a district-wide nurse as well as a 0.05 FTE PPS credentialed staff member. (Hattie, Visual Learning: Feedback 0.75)		2000-2999: Classified Personnel Salaries Supplemental \$23.63
			3000-3999: Employee Benefits Supplemental \$1.31
		4000-4999: Books And Supplies Supplemental \$5,000.00	4000-4999: Books And Supplies Supplemental \$8,038.54
			5000-5999: Services And Other Operating Expenditures Supplemental \$1,480.00
			5800: Professional/Consulting Services And Operating Expenditures Supplemental \$13,865.00

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#4. Educate parents on the importance of students being at school, present in the classroom and ready to learn. Hold quarterly parent meetings to inform parents	#4. Educated parents on the importance of students being at school, present in the classroom and ready to learn. Held quarterly parent meetings to inform parents		1000-1999: Certificated Personnel Salaries Supplemental \$52.50

of strategies to help their students. With priority to unduplicated students and students with disabilities. (Hattie, Visual Learning: Parental Involvement 0.41)

of strategies to help their students. With priority to unduplicated students and students with disabilities. District will be removing this action step from the coming LCAP and merging with other action step to maintain parent education forums throughout the year. Focus topics will be geared towards the unduplicated student count. (Hattie, Visual Learning: Parental Involvement 0.41)

2000-2999: Classified Personnel Salaries Supplemental \$500.00

3000-3999: Employee Benefits Supplemental \$121.98

2000-2999: Classified Personnel Salaries Supplemental \$24.46

3000-3999: Employee Benefits Supplemental \$15.56

5800: Professional/Consulting Services And Operating Expenditures Supplemental \$40.00

Action 5

Planned Actions/Services

#5. Maintain English Language Learner parent education forums throughout the year for the parents to learn strategies to help their students. Access to the computer lab will be provided to students to work on homework and computer based intervention programs. Priority to unduplicated students and students with disabilities. (Hattie, Visual Learning: Parental Involvement 0.41)

Actual Actions/Services

#5. Maintained English Language Learner parent education forums throughout the year for the parents to learn strategies to help their students. Access to the computer lab will be provided to students to work on homework and computer based intervention programs. Priority to unduplicated students and students with disabilities. (Hattie, Visual Learning: Parental Involvement 0.41)

Budgeted Expenditures

2000-2999: Classified Personnel Salaries Supplemental \$250.00

3000-3999: Employee Benefits Supplemental \$61.00

4000-4999: Books And Supplies Supplemental \$250.00

Estimated Actual Expenditures

2000-2999: Classified Personnel Salaries Supplemental \$69.42

3000-3999: Employee Benefits Supplemental \$17.61

4000-4999: Books And Supplies Supplemental \$0.00

5800: Professional/Consulting Services And Operating Expenditures Supplemental \$15.00

Action 6

Planned Actions/Services

#6. Maintain an effective truancy policy. Parents will be notified quarterly regarding their students' attendance and held accountable in regards to truancy and chronic absenteeism. (Hattie, Visual

Actual Actions/Services

#6. Maintained an effective truancy policy. Parents will be notified quarterly regarding their students' attendance and held accountable in regards to truancy and chronic absenteeism. (Hattie, Visual

Budgeted Expenditures

NA NA NA

Estimated Actual Expenditures

NA NA NA

Analysis

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

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

Actions and services within Actions 1-6 were fully implemented with fidelity as planned. The continuum of the vice principal at Rio Bravo-Greeley School, 5th-8th grade, continues to support a focus on school climate and decrease in behavior issues. RBGUSD prides itself on the culture and family based atmosphere it has created. The district continues to reward and recognize students for attendance as well as academic achievement, positive behavior, and language acquisition. Both site campuses are well maintained and remain in FIT Good standing. Parents are provided opportunities to learn strategies to help their students at home as well as focus on strategies for EL parents and families. It is important that students be at school to receive strong first instruction and therefore the district maintains an effective notification system on truancy. For those students needing some extra support in social skills the district provided supporting behavior management strategies.

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

Action Step 1:

- The continuum of the vice principal at Rio Bravo-Greeley School, 5th -8th grade, continues to be effective and support a focus on school climate and decrease in behavior issues. PBIS is being implemented district wide and whether a student is in K or 8th grade they should know the positive behavior expectations. A focus on character counts and anti-bullying has assisted in maintaining a positive school climate. The district uses measure via the student information system, Illuminate Education, to evaluate and articulate the goal.

Action Step 2:

- Reward students for perfect attendance throughout the year along with academic achievement of

positive school culture and language acquisition has provide a growth mindset model for our student body. There is always a goal and level of expectation to aspire to. Students are regularly recognized not only for achievement but growth.

Action Step 3:

- Effectively maintaining our campuses is not only safe and secure but creates a sense of pride for all stakeholders involved. All stakeholders including students, staff, parents, community members play an important role.

Action Step 4:

- Educating parents on the importance of students being at school, and equipping them with strategies for their students, has been effective in sharing the whole vision of the child and their education. As we relate to culture everyone holds a piece of the responsibility and the district is pleased to support our families.

Action Step 5:

- Working alongside with our English Learner students and families as been effective in building the relationship between student, school, and home. This relationship is academic, social, and emotional. The district has put an emphasis on the importance of language acquisition for both students and parents as a priority.

Action Step 6:

- With our new student information system, Illuminate Education, the district has been able to effectively

track and maintain an effective truancy policy and notification system.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 2 Action Step 1:

Classified Personnel Salaries Differential Expenditure Explanation

- District over projected need by \$2,177.73. Was able to support PBIS with lower amount of support via classified personnel.

Employee Benefits Differential Expenditure Explanation

- District was able to support positive school climate and PBIS and under spent on benefits by \$3,855.99

Services and Other Operating Expenditures Differential Expenditure Explanation

- Spend an additional \$640.00 sending staff to in town PBIS training

Goal 2 Action Step 2:

Books and Supplies Differential Expenditure Explanation

- Originally allotted \$2,500.00 for supplies to support perfect attendance throughout year however; school sites encompassed costs through their budgets

Goal 2 Action Step 3:

Classified Personnel Salaries Differential Expenditure Explanation

- Additional provisional supervision needed after storm encompassed a cost a \$23.63 for safety

Classified Employee Benefits Differential Expenditure Explanation

- Additional provisional supervision needed after storm encompassed a cost a \$1.31 for safety

Goal 2 Action Step 4:

Certificated Salary Differential Expenditure Explanation

- \$52.50 additional cost to compensate certificated Tech TOSA/ Teacher demonstration at LCAP Parent Engagement Night Parent Night Google Classroom

Classified Personnel Salaries Expenditure Explanation

- Under spent by \$106.42 of initial projected cost of classified personnel salaries to pay for cost of translation

Professional/Consulting Services and Operating Expenditures Differential Expenditure Explanation

- Additional cost of \$40.00 to support translation services to support parent enhancement nights

Goal 2 Action Step 5:

Certificated Employee Benefits Differential Expenditure Explanation

- Under spent by \$180.58 to compensate certificated, only compensated Tech TOSA/ Teacher demonstration at English Learner Parent Night Google Classroom

Classified Employee Benefits Differential Expenditure Explanation

- Under spent by \$43.39 to compensate certificated, only compensated Tech TOSA/ Teacher demonstration at English Learner Parent Night Google Classroom

Books and Supplies Differential Expenditure Explanation

- Did not spend costs on books or supplies. District was able to facilitate guest speakers and all learning software demonstrations with no cost.

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.

No changes were made to the overall cohesiveness of Goal 2.

- Goal 2 Action Step 2 "Maintain programs that reward students for perfect attendance monthly, quarterly, and for the entire school year. (Hattie, Feedback 0.75)" will be discontinued as school sites will encompass the costs of reward systems. This change is reflected under Goal 2 in the 2018-2019 LCAP.

- Goal 2 Action Step 4 "Educate parents on the importance of students being at school, present in the classroom and ready to learn. Hold quarterly parent meetings to inform parents of strategies to help their students. With priority to unduplicated students and students with disabilities. (Hattie, Visual Learning: Parental Involvement 0.41)" will be discontinued as the district would like to mainstream its parent engagement. This action step will blend into the modified Goal 2 Action Step 5. This change is reflected under Goal 2 in the 2018-2019 LCAP.
- Goal 2 Action Step 5 has been modified to mainstream parent engagement district-wide. "Maintain parent education forums throughout the year for the parents to learn strategies to help their students. Focus topics will be on English Language, Special Education, Foster, Homeless, and Low Socioeconomically Disadvantaged. Access to the computer lab will be provided to students to work on homework and computer based intervention programs. Priority to unduplicated students and students with disabilities. (Hattie, Visual Learning: Parental Involvement 0.41)" This change is reflected under Goal 2 in the 2018-2019 LCAP.
- Goal 2 Action Step 7 is new for 2018-2019. "Addition of district-wide nurse with focus on school safety. Focus on connecting families to community resources based on need. (Hattie, Visual Learning: Parental Involvement 0.41)" This change is reflected under Goal 2 in the 2018-2019 LCAP.
- Goal 2 Action Step 8 is new for 2018-2019. "Add 0.5 FTE PPS credentialed certificated staff to provide social and emotional intervention supports and counseling. (Hattie, Visual Learning: Collaborative Efficacy 1.57)" This change is reflected under Goal 2 in the 2018-2019 LCAP.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 3

#3. Focus on college and career readiness which encompasses 21st century learning skills and leveraging the digital.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 1: Basic Services A: Teachers appropriately assigned and fully credentialed for assignment</p> <p>17-18 Increase to 100% of teachers appropriately assigned and credentialed in subject areas</p> <p>Baseline 98% of teachers appropriately assigned and credentialed in subject areas</p>	<p>Priority 1: Basic Services A: Teachers appropriately assigned and fully credentialed for assignment</p> <p>District maintained 98% of teachers appropriately assigned and credentialed in subject areas</p>
<p>Metric/Indicator Priority 1: Basic Services B: Pupil access to standards aligned materials</p> <p>17-18 Maintain 100% compliance on Williams</p> <p>Baseline 100% compliance on Williams</p>	<p>Priority 1: Basic Services B: Pupil access to standards aligned materials</p> <p>Maintained 100% compliance on Williams</p>

Expected

Metric/Indicator

Priority 1: Basic Services
C: School facilities maintained in good repair

17-18

Maintain FIT: Good/exemplary rating all schools

Baseline

FIT: Good/exemplary rating all schools

Metric/Indicator

Priority 8: Other Pupil Outcomes
A: Pupil outcomes in subjects described in 51210/51220

17-18

- Increase District final ELA benchmark average from 54.84% to 57%
- Increase District final Math benchmark average from 52.14% to 54%
- Increase PLTW total student count participating from 164 to 165
- Increase PLTW total unduplicated student count participating from 63 to 65

Baseline

- District final ELA benchmark average= 54.84%
- District final Math benchmark average= 52.14%
- PLTW total student count participating= 164
- PLTW total unduplicated student count participating= 63

Actual

Priority 1: Basic Services

C: School facilities maintained in good repair

Maintain FIT: Good/exemplary rating all schools

Priority 8: Other Pupil Outcomes

A: Pupil outcomes in subjects described in 51210/51220

Renaissance STAR Reading Test September 2017 - October 2017 - December 2017 - March 2018:

- Grade K Standard Met= 58% - 73% - 82% - 85%
- Grade 1 Standard Met= 54% - 84% - 81% - 79%
- Grade 2 Standard Met= 44% - 57% - 56% - 67%
- Grade 3 Standard Met= 47% - 56% - 48% - 50%
- Grade 4 Standard Met= 50% - 54% - 56% - 58%

Renaissance STAR Math September 2017 - October 2017 - December 2017 - March 2018:

- Grade 1 Standard Met= 48% - 61% - 62% - 61%
- Grade 2 Standard Met= 45% - 56% - 54% - 49%
- Grade 3 Standard Met= 52% - 55% - 56% - 45%
- Grade 4 Standard Met= 40% - 54% - 48% - 51%
- Grade 5 Standard Met= 28% - 32% - 32% - 34%
- Grade 6 Standard Met= 28% - 34% - 25% - 31%
- Grade 7 Standard Met= 25% - 38% - 25% - 33%
- Grade 8 Standard Met= 25% - 30% - 33% - 21%

Lexia Reading September 2017 - May 2018:

- Grade K Standard Met= 32% - 100%
- Grade 1 Standard Met= 40% - 94%
- Grade 2 Standard Met= 42% - 70%
- Grade 3 Standard Met= 30% - 64%
- Grade 4 Standard Met= 49% - 84%

Reading Plus August 2017 - December 2017 - May 2018:

- Grade 5 Standard Met= 26% - 35% - 44%
- Grade 6 Standard Met= 34% - 39% - 58%

Expected

Actual

- Grade 7 Standard Met= 51% - 48% - 54%
- Grade 8 Standard Met= 38% - 50% - 35%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#1: Incorporate C3 administration walk-through observation tool. Observation tool will primarily be used for observation of instructional strategies being implemented daily in classroom instruction. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	#1: Incorporated C3 administration walk-through observation tool. Observation tool will primarily be used for observation of instructional strategies being implemented daily in classroom instruction. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,500.00	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$500.00

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#2. Identify K-8 Technology progression skills with Tech Team. Year I implementation of 0.5 FTE Technology TOSA. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	#2. Identified K-8 Technology progression skills with Tech Team. Year I implementation of 0.5 FTE Technology TOSA. This task is complete. The district will no longer have a technology TOSA in 2018-2019 and therefore this action step will be removed. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	1000-1999: Certificated Personnel Salaries Supplemental \$77,767.64	1000-1999: Certificated Personnel Salaries Supplemental \$77,325.38
		3000-3999: Employee Benefits Supplemental \$22,821.72	3000-3999: Employee Benefits Supplemental \$28,765.60
			4000-4999: Books And Supplies Supplemental \$38.59
			5000-5999: Services And Other Operating Expenditures Supplemental \$1,201.33

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#3. Maintain and support a technology replacement system for LCAP purchased items. (Hattie, Visual Learning: Computer Assisted Instruction 0.37)	#3. Maintained and support a technology replacement system for LCAP purchased items. (Hattie, Visual Learning: Computer Assisted Instruction 0.37)	1000-1999: Certificated Personnel Salaries Supplemental \$77,281.83	1000-1999: Certificated Personnel Salaries Supplemental \$77,281.80
		3000-3999: Employee Benefits Supplemental \$28,843.02	3000-3999: Employee Benefits Supplemental \$25,763.62
		4000-4999: Books And Supplies Supplemental \$67,619.23	4000-4999: Books And Supplies Supplemental \$45,560.64
			5000-5999: Services And Other Operating Expenditures Supplemental \$480.00
			5800: Professional/Consulting Services And Operating Expenditures Supplemental \$4,212.00

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#4: Incorporate GATE certification to improve differentiation for identified gifted and talented students. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	#4: Did not complete.		1000-1999: Certificated Personnel Salaries Supplemental \$980.00
			3000-3999: Employee Benefits Supplemental \$175.29
		5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2,000.00	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$0.00

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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#5: Continue to provide multiple PLTW Gateway courses at the middle school preparing students for CTE coursework furthering college and career readiness. (Hattie, Visual Learning: Collaborative Efficacy 1.57)

#5: Continued to provide multiple PLTW Gateway courses at the middle school preparing students for CTE coursework furthering college and career readiness. (Hattie, Visual Learning: Collaborative Efficacy 1.57)

1000-1999: Certificated Personnel Salaries Supplemental \$200.00

3000-3999: Employee Benefits Supplemental \$41.59

4000-4999: Books And Supplies Supplemental \$1,700.00

5000-5999: Services And Other Operating Expenditures Supplemental \$1,000.00

5800: Professional/Consulting Services And Operating Expenditures Supplemental \$750.00

1000-1999: Certificated Personnel Salaries Supplemental \$0.00

3000-3999: Employee Benefits Supplemental \$0.00

4000-4999: Books And Supplies Supplemental \$806.57

5000-5999: Services And Other Operating Expenditures Supplemental \$0.00

5800: Professional/Consulting Services And Operating Expenditures Supplemental \$750.00

Action 6

Planned Actions/Services

#6: Continue AVID implementation progress towards establishing district-wide programs. (Hattie, Visual Learning: Collaborative Efficacy 1.57)

Actual Actions/Services

#6: Continued AVID implementation progress towards establishing district-wide programs. (Hattie, Visual Learning: Collaborative Efficacy 1.57)

Budgeted Expenditures

5000-5999: Services And Other Operating Expenditures Supplemental \$10,087.46

5800: Professional/Consulting Services And Operating Expenditures Supplemental \$6,840.00

Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries Supplemental \$3,120.00

3000-3999: Employee Benefits Supplemental \$558.12

4000-4999: Books And Supplies Supplemental \$519.00

5000-5999: Services And Other Operating Expenditures Supplemental \$20,802.91

5800: Professional/Consulting Services And Operating Expenditures Supplemental \$8,313.00

Analysis

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

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

Actions and services within Goal 3 were fully implemented with fidelity with the exception of Action Step 4. The district did not incorporate GATE certification during the 2017-2018 academic school year. The district did continue to educate teachers on the importance of differentiation within the classroom to reach all levels of students ranging from strategic intervention to advanced learners and GATE. The district did provide an afternoon GATE program for identified students in grades 4-5. Rio Bravo-Greeley Elementary School continues to offer beyond the classroom differentiation rigorous electives to meet the needs of advanced learners and GATE identified students.

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

Action Step 1:

- Incorporating C3 administrative walk-throughs was effective in observing the two instructional strategies the district deemed as a focal point for the 2017-2018 academic school year. The administrative team was able to gather data on whether or not there was the observation of Structured Student Collaboration and Evidence Based Writing.

Action Step 2:

- Deemed very effective was the Tech Team's identification of K-8 technology progression skills. The district now has an comprehensive vertical and horizontal articulation of what technology skills students should possess in order to progress in their academic careers and into the future work place.

Action Step 3:

- Maintaining an effective technology replacement system and supports continues to be pivotal to the success of our students academic success as we move into 21st century learning. The replacement of technology allows not only out students to be fluent to technology usage but provides a platform for the software students need for rigorous academic success, interventions, and enrichment.

Action Step 4:

- The district did not incorporate GATE certification during the 2017-2018 academic school year. The district did continue to educate teachers on the importance of differentiation within the classroom to reach all levels of students ranging from strategic intervention to advanced learners and GATE. The district did provide an afternoon GATE program for identified

students in grades 4-5. Rio Bravo-Greeley Elementary School continues to offer beyond the classroom differentiation rigorous electives to meet the needs of advanced learners and GATE identified students.

Action Step 5:

- Continuing to provide multiple PLTW Gateway courses at the middle school preparing students for CTE coursework furthering college and career readiness has been a huge success. Very effective in meeting the needs of rigorous academic success, interventions, and enrichment.

Action Step 6:

- Very effective in district-wide implementation efforts to be district-wide AVID vetted. The goal is that all students are exposed to the organizational, motivational, and rigor that Advancement Via Individual Determination sets.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 3 Action Step 1:

Professional/Consulting Services and Operating Expenditures Differential Expenditure Explanation

- KCSOS C3 Technology Walkthrough data support tool cost less by \$1,000.00

Goal 3 Action Step 2:

Certificated Employee Benefits Differential Expenditure Explanation

- Cost an additional \$5,943.88 to support certificated staff in support of Tech Team and K-8 Technology progression and skills along with Tech TOSA

Books and Supplies Differential Expenditure Explanation

- An additional \$38.59 was encompassed

Services and Other Operating Expenditures Differential Expenditure Explanation

- Encompassed a new cost of \$1,201.33 to send Tech TOSA to California Educational Technology Professionals Association to support technology progression and standards for student achievement

Goal 3 Action Step 3:

Certificated Employee Benefits Differential Expenditure Explanation

- Under spent and estimated by \$3,079.40

Books and Supplies Differential Expenditure Explanation

- Fewer Chromebooks and devices were needed for 17/18 than anticipated and under spent by \$22,058.59

Services and Other Operating Expenditures

- Needed 17/18 operating expenses for technology leases and repairs a new cost of \$480

Professional/Consulting Services and Operating Expenditures Differential Expenditure Explanation

- Needed 17/18 consulting services for technology consulting services of \$4,212.00

Goal 3 Action Step 4:

Certificated Employee Benefits Differential Expenditure Explanation

- District did not get teachers GATE certified district wide. Decision to have two teachers teach gate programs for 4th and 5th grade. New Cost of \$980.00

Certificated Employee Benefits Differential Expenditure Explanation

- District did not get teachers GATE certified district wide. Decision to have two teachers teach gate programs for 4th and 5th grade. New Cost of \$175.29

Professional/Consulting Services and Operating Expenditures Differential Expenditure Explanation

- - District did not get teachers GATE certified district wide. Decision to have two teachers teach gate programs for 4th and 5th grade. Initial cost of \$2,000.00 eliminated

Goal 3 Action Step 5:

Certificated Employee Benefits Differential Expenditure Explanation

- No additional time needed for PLTW staff PD did not encompass \$200.00 initial cost

Certificated Employee Benefits Differential Expenditure Explanation

- No additional time needed for PLTW staff PD did not encompass \$41.59 initial cost

Books and Supplies Differential Expenditure Explanation

- 17/18 did not require initial PLTW supplies thought cost with under spending of \$893.43

Services and Other Operating Expenditures

- 17/18 did not endure initially planned \$1,000 cost

Goal 3 Action Step 6:

Certificated Employee Benefits Differential Expenditure Explanation

- New cost of \$3,120.00 was endured to send another grade level team to summer AVID training

Certificated Employee Benefits Differential Expenditure Explanation

- New cost of \$558.12 was endured to send another grade level team to summer AVID training

Books and Supplies Differential Expenditure Explanation

- New cost of \$519.00 was endured to send another grade level team to summer AVID training

Services and Other Operating Expenditures Differential Expenditure Explanation

- An additional \$10,715.45 was encompassed to support AVID district-wide implementation with travel for professional development of certificated employees

Professional/Consulting Services and Operating Expenditures Differential Expenditure Explanation

- An additional cost of \$1,473.00 was encompassed to support AVID district-wide implementation with AVID Leadership, School site fees, and AVID Weekly subscriptions

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.

No changes were made to the overall cohesiveness of Goal 3.

- The district expected to increase to 100% of teachers appropriately assigned and credentialed in subject areas however; remained at 98%. The district would like to maintain this 98% or above moving forward. This change is also reflected in the under Goal 3 in the 2018-2019 LCAP.
- Goal 3 Action Step 2 "Identify K-8 Technology progression skills with Tech Team. Year I implementation of 0.5 FTE Technology TOSA. (Hattie, Visual Learning: Collaborative Efficacy 1.57)" will be discontinued. This change is reflected under Goal 3 in the 2018-2019 LCAP.
- Goal 3 Action Step 4 has been modified. The district will now focus on incorporating GATE professional development to improve differentiation for identified gifted and talented students verses getting the mass of teachers GATE certified. This change is reflected under Goal 3 in the 2018-2019 LCAP.
- Goal 3 Action Step 5 has been modified. The district will broaden this action step to encompass more than just PLTW courses and continue to provide multiple college and career readiness courses at the middle school. This change is reflected under Goal 3 in the 2018-2019 LCAP.

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

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

The Rio Bravo-Greeley Union School District values the input of its stakeholders and using that input in a meaningful way. Stakeholder input is a key element to developing our strategic plan. Therefore; the district uses a variety of meaningful activities and platforms to involve stakeholders in the LCAP process including sharing goals, data, and other valuable forms of input.

Community groups stated below were actively involved in the LCAP development process as described.

Administration Team Meetings: ATM

Members: Jennifer Hedge- Superintendent, Dana Hyatt- Coordinator of Academic Programs, Christina Bussman- RBE Principal, Dr. Becky MacQuarrie- RBG Principal, Lori Cates- RBE Vice Principal, Kelly Bellue- RBG Vice Principal

- The ATM group consists of the superintendent, district, and school-site leadership members. the group met bimonthly through out the 2017-2018 academic school year. Regular discussion of LCAP goals as well as the annual progress evaluation of current year LCAP including budgeted expenditures. Admin shared in draft goals, actions/services, stakeholder input and data analysis, and solicited feedback.

Board of Trustees

Members: Russel Shipley- President, Gordon Walter- Clerk, Shelley Cauzza, Darren Filkens, Francisco Licea

- Monthly school board meetings took place throughout the 2016-2017 academic school year consisting of the superintendent, CBO, site-principals, and board members. Overview of goals, LCAP standing items, annual progress evaluation of current year LCAP including budgeted expenditures, shared in draft goals, actions/services, stakeholder input and data analysis, and solicited feedback. LCAP public hearing and special board meeting for LCAP and budget adoption.

District Advisory Committee: DAC

Members: Dana Hyatt- Coordinator of Academic Programs, Christina Bussman-RBE Principal, Dr. Becky MacQuarrie- RBG Principal, Esmeralda Lopez- Parent, Colleen Taber- Parent, Linda Davis- Grandparent, Melissa Branson- Parent, Stephanie Sheffield- Parent, Corina Anderson- Parent, Bud Leedy- Parent, Anita Leach- Parent, Carmen Frish- Parent

- The DAC met three times through the 2017-2018 academic school year. Regular discussion of LCAP goals as well as the annual progress evaluation of current year LCAP including budgeted expenditures. Admin shared in draft goals, actions/services, stakeholder input and data analysis, and solicited feedback.

District CTA

Members: Reene Samples- CTA Co-President, Dava Elcano- CTA Co-President

- The superintendent met regularly throughout the academic year with CTA representatives to ensure a working relationship with certificated staff and execution of the LCAP, goals, and action steps.

District-wide Staff

Members: All RBGUSD Certificated and Classified Staff

- The superintendent provided regular updates to staff regarding LCAP goals and action steps throughout the school year. Staff was also given yearly survey regarding LCAP.

Education Foundation

Members: Robert Williams President and a collaboration of parents and staff

- The Education Fountain was presented data, goals, and expenditures throughout the year at their regular scheduled meetings. The Education Foundation is a strong financial support of the district and continues to financially support the district with its goals.

English Language Advisory Committee & District English Language Advisory Committee: ELAC/DELAC

Members: Dana Hyatt- Coordinator of Academic Programs, Lori Cates- RBE Vice Principal, Kelly Bellue- RBG Vice Principal, Esmeralda Lopez- RBE ELAC Rep, Garver Garcia- RBG ELAC Rep

- Both site ELACs and the DELAC were educated throughout the school year on LCAP practices and how to support their EL students.

GATE Advisory Committee

Members: Dana Hyatt- Coordinator of Academic Programs, Mary Carnal- General Education Teacher, Renee Samples- GATE Parent, Carrie Lawhorn- GATE Parent

Parents

Members: All RBGUSD Parents

- Parents are invited and asked to attend various stakeholder group meetings through the year. They are also invited to provide input. Parents were also given yearly survey regarding LCAP.

Parent Teacher Committee: PTC

Members: Anita Leach- President and a collaboration of parents and staff

- Parents and teachers are invited to join the group in support of their schools. They are also invited to provide input. Parents were also given yearly survey regarding LCAP.

Townhall Meetings

Members: Jennifer Hedge- Superintendent, Dana Hyatt- Coordinator of Academic Programs

- Townhall meetings were held for the general public and parents of the district's community. Data was presented by the superintendent and coordinator of academic programs in support of the LCAP.

School Site Councils

Members: Adena Paige- RBE SSC President, Rosana Goyenette- RBG SSC President

- Per school-site SSC meetings were held and LCAP goals were highlighted and attended to. SSC were also asked to provide feedback.

Student Body

Members: All RBGUSD Students

- Students are educated on the goals of the district and the district's commitment to its students. Students were also given yearly survey regarding LCAP.

Title I

Members: Lori Cates- RBE Vice Principal and a collaboration of parents and staff

- Regular Title I parent meeting was held. One of the topics of the agenda is LCAP and informing our parents and seeking their input.
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August 31, 2017: Title I Meeting

August 31, 2017: EL Family Meeting

August 31, 2017: LCAP Parent Overview Meeting

September 13, 2017: Board of Trustees LCAP Standing Item

October 9, 2017: Board of Trustees LCAP Standing Item

October 16, 2017: RBE SSC Overview of LCAP Goals and Action Steps

October 19, 2017: ELACs/DELAC Overview of LCAP Goals and Action Steps

October 26, 2017: Fall Carnival Parent LCAP Info Night and Booth

November 6, 2017: RBG SSC Overview of LCAP Goals and Action Steps

November 7, 2017: DAC Overview of LCAP Goals and Action Steps

November 11, 2017: ATM Overview of LCAP Goals and Action Steps

November 13, 2017: Board of Trustees LCAP Standing Item

November 30, 2017: ELACs/DELAC Solicit Feedback on Current LCAP/ Annual Progress Up-to-Date

December 1, 2017: ED Foundation Overview of Goals and Action Steps

December 6, 2017: GATE Advisory Overview of Goals and Action Steps

December 11, 2017: RBE SSC Overview of LCAP Goals and Action Steps

December 11, 2017: Board of Trustees LCAP Standing Item

January 8, 2018: Board of Trustees LCAP Standing Item

January 22, 2018: RBG SSC LCAP Standing Item

January 22, 2018: LCAP Town Hall Meeting Solicit Feedback on Current LCAP/ Annual Progress Up-to-Date

January 22, 2018: LCAP Parent Engagement Google Suite for Ed Night

January 31, 2018: RBE SSC LCAP Standing Item

February 1, 2018: ELACs/DELAC LCAP Standing Item

February 9, 2017: DAC LCAP Annual Progress Evaluation of Current Year LCAP Including Budgeted Expenditures

February 15, 2018: Board of Trustees LCAP Annual Progress Evaluation of Current Year LCAP Including Budgeted Expenditures

February 20, 2018: ATM LCAP Annual Progress Evaluation of Current Year LCAP Including Budgeted Expenditures

February 21, 2018: GATE Advisory Standing Item

March 2018: CTA LCAP Annual Progress Evaluation of Current Year LCAP Including Budgeted Expenditures

March 19, 2018: RBG SSC LCAP Annual Progress Evaluation of Current Year LCAP Including Budgeted Expenditures

April 16, 2018: RBE & RBG SSC LCAP Annual Progress Evaluation of Current Year LCAP Including Budgeted Expenditures

March 22, 2018: LCAP Town Hall Annual Progress Evaluation of Current Year LCAP Including Budgeted Expenditures

March 22, 2018: LCAP Parent Engagement CAASPP Event

May 2018: CTA LCAP Share Draft Goals, Actions/Services, Stakeholder Input & Data Analysis- Solicit Feedback

May 11, 2018: DAC LCAP Share Draft Goals, Actions/Services, Stakeholder Input & Data Analysis- Solicit Feedback

May 14, 2018: Board of Trustees LCAP Share Draft Goals, Actions/Services, Stakeholder Input & Data Analysis- Solicit Feedback

May 14, 2018: RBG Family Engagement Night Internet Safety

May 15, 2018: ATM LCAP Share Draft Goals, Actions/Services, Stakeholder Input & Data Analysis- Solicit Feedback

May 25, 2018: ELACs/DELAC LCAP Share Draft Goals, Actions/Services, Stakeholder Input & Data Analysis- Solicit Feedback

June 11, 2018: LCAP Public Hearing

June 18, 2018: Special Board Meeting LCAP/ Budget Adoption

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August/September 2018: Review CAASPP/EOY assessment results and share with stakeholders to determine any necessary revision to goals, actions/services

Impact on LCAP and Annual Update

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

The Rio Bravo-Greeley Union School District collected data through the year from the various stakeholder groups listed above. The data was compiled into the common themes/ topics of interest in areas of need of improvement under 2018-2019 LCAP Goals.

Goal #1: All students will show academic growth in California state adopted standards.

- Continue teacher professional development to align curriculum to priority standards and systematic CFAs, and Data Team implementation
- Continue to made data driven decision making
- Maintain reading and math interventions along with supplementary bridging materials
- Continue to provide English language acquisition throughout the school day

Goal #2: Ensure campus safety and positive school culture at all school sites.

- Consistency among discipline both major and minor
- Desire for more information regarding programs and opportunities to take part in school clubs (ex. Booster Club, SSSC, etc)
- Desire to continue and increase implementation of PBIS
- More secure screening of parents/ visitors entering and exiting site campuses
- Desire to mainstream interest stakeholder groups
- Addition of district-wide nurse for focus on school safety and connecting families to community resources based on need
- Addition of 0.5 FTE PPS credentialed certificated staff to provide social and emotional intervention supports and counseling

Goal #3. Continue to maintain current programs and facilities: Core Instruction, Renaissance Learning Programs (Accelerated Reader, STAR reading, STAR math, and STAR Early Literacy), Read Well-Title 1 Reading Program, Lexia/ReadingPlus, Elective Programs (Robotics, Art, Drama , and Band), PLTW, GATE and AVID. Technology and digital learning will be used effectively in the classrooms as measured by classroom observations by administration.

- Interest in AVID implementation district-wide
- Maintain digital learning with technology replacement system
- More courses targeted towards GATE and rigorous work
- Focus on continued college and career readiness

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 1

All students will show academic growth in California state adopted standards.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

The district continues the advancement of pupil achievement increasing the percentage of students meeting proficiency, or above, on California state adopted standards as measured by the Smarter Balanced Assessment.

The district seeks to maintain 100% implementation of CA academic and performance standards, 100% pupils access to and are enrolled in a broad course of study (EC 51210/51220), and increase the percentage of English Learners achieving reclassification.

Smarter Balanced Statewide Assessment:

43% of all students met at grade level or above in ELA and 33% of all students met grade level or above in Mathematics 2016-2017

Smarter Balanced Statewide Assessment English Language Arts

- Grade 3 Standard Met= 43%
- Grade 4 Standard Met= 43%
- Grade 5 Standard Met= 46%
- Grade 6 Standard Met= 50%
- Grade 7 Standard Met= 39%

- Grade 8 Standard Met= 34%

Smarter Balanced Statewide Assessment Mathematics

- Grade 3 Standard Met= 43%
- Grade 4 Standard Met= 39%
- Grade 5 Standard Met= 29%
- Grade 6 Standard Met= 30%
- Grade 7 Standard Met= 31%
- Grade 8 Standard Met= 27%

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 2: Implementation of State Standards A: Implementation of CA academic and performance standards	100% implementation of CA academic and performance standards	100% implementation of CA academic and performance standards	100% implementation of CA academic and performance standards	100% implementation of CA academic and performance standards
Priority 2: Implementation of State Standards B: How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency	100% programs and services enable ELs to access core and ELD standards	100% programs and services enable ELs to access core and ELD standards	100% programs and services enable ELs to access core and ELD standards	100% programs and services enable ELs to access core and ELD standards
Priority 4: Pupil Achievement A: Statewide assessments	Smarter Balanced Statewide Assessment 2015-2016: <ul style="list-style-type: none"> • 45% of all students met at 	Smarter Balanced Statewide Assessment 2016-2017: <ul style="list-style-type: none"> • 50% of all students met at 	Smarter Balanced Statewide Assessment 2017-2018: <ul style="list-style-type: none"> • 50% of all students met at 	Smarter Balanced Statewide Assessment 2018-2019: <ul style="list-style-type: none"> • 55% of all students met at

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	grade level or above in ELA <ul style="list-style-type: none"> 35% of all students met grade level or above in Mathematics 	grade level or above in ELA <ul style="list-style-type: none"> 40% of all students met grade level or above in Mathematics 	grade level or above in ELA <ul style="list-style-type: none"> 40% of all students met grade level or above in Mathematics 	grade level or above in ELA <ul style="list-style-type: none"> 45% of all students met grade level or above in Mathematics
Priority 4: Pupil Achievement B: Academic Performance Index	NA	NA	NA	NA
Priority 4: Pupil Achievement C: Percentage of pupils completing A-G courses or CTE sequences/programs	NA (Elementary District)	NA (Elementary District)	NA (Elementary District)	NA (Elementary District)
Priority 4: Pupil Achievement D: Percentage of EL pupils making progress toward English proficiency	AMAO 1: 54% AMAO 2a: 22.2% AMAO 2b: 47.9%	AMAO 1: Increase from 54% to 55% AMAO 2a: Increase from 22.2% to 23% for students less than 5 years AMAO 2b: Increase from 47.9% to 49% for students 5 or more years	* Transition to ELPAC AMAO 1: NA AMAO 2a: NA AMAO 2b: NA	* Transition to ELPAC AMAO 1: NA AMAO 2a: NA AMAO 2b: NA
Priority 4: Pupil Achievement	6.3%	Increase to 8%	Increase to 8%	Maintain 8%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
E: English Learner reclassification rate				
Priority 4: Pupil Achievement F: Percentage of pupils passing AP exam with 3 or higher	NA (Elementary District)	NA (Elementary District)	NA (Elementary District)	NA (Elementary District)
Priority 4: Pupil Achievement G: Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other)	NA (Elementary District)	NA (Elementary District)	NA (Elementary District)	NA (Elementary District)
Priority 7: Course Access A: Extent to which pupils have access to and are enrolled in a broad course of study (EC 51210/51220)	100% of pupils have access to and are enrolled in a broad course of study (EC 51210/51220)	100% of pupils have access to and are enrolled in a broad course of study (EC 51210/51220)	100% of pupils have access to and are enrolled in a broad course of study (EC 51210/51220)	100% of pupils have access to and are enrolled in a broad course of study (EC 51210/51220)
Priority 7: Course Access B: Extent to which pupils have access to and are enrolled in a programs/services for unduplicated pupils	100% of unduplicated pupils have access to and are enrolled in programs/services specific to their needs	100% of unduplicated pupils have access to and are enrolled in programs/services specific to their needs	100% of unduplicated pupils have access to and are enrolled in programs/services specific to their needs	100% of unduplicated pupils have access to and are enrolled in programs/services specific to their needs
Priority 7: Course Access	100% of pupils with exceptional needs have	100% of pupils with exceptional needs have	100% of pupils with exceptional needs have	100% of pupils with exceptional needs have

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
C: Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs	access to and are enrolled in programs/services specific to their needs	access to and are enrolled in programs/services specific to their needs	access to and are enrolled in programs/services specific to their needs	access to and are enrolled in programs/services specific to their needs

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
Specific Student Groups: NA
[Add Students to be Served selection here]

Location(s):

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

All Schools
Specific Schools: NA
Specific Grade Spans: NA
[Add Location(s) selection here]

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

Specific Schools: NA
Specific Grade Spans: NA
[Add Location(s) selection here]

Actions/Services

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

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

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

New Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
#1: Provide professional development for teachers to identify Priority Standards in ELA & Math while defining Scope & Sequence per quarter. Including professional development for NGSS and participation in Westside Smalls Summer Institute. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	#1: Provide professional development for teachers to align curriculum to priority standards, systematic CFAs, and Data Team implementation targeting low income students, foster youth, and English learners. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	#1: Provide professional development for teachers to align curriculum to priority standards, systematic CFAs, and Data Team implementation targeting low income students, foster youth, and English learners. (Hattie, Visual Learning: Collaborative Efficacy 1.57)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$26,000.00	\$15,000.00	\$10,249.94
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$5,406.20	\$3,396.46	\$2,332.76
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	NA	\$2,100.00	\$2,100.00
Source	NA	Supplemental	Supplemental
Budget Reference	Not Applicable	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Action 2

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

Students to be Served:

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

All

Specific Student Groups: NA

[Add Students to be Served selection here]

Location(s):

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

All Schools

Specific Schools: NA

Specific Grade Spans: NA

[Add Location(s) selection here]

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

Specific Schools: NA

Specific Grade Spans: NA

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

#2: Continue TK-8 Writing focus. Year II implementation of WFTB "Write from the Beginning" and ThinkingMaps strategies. (Hattie, Visual Learning: Collaborative Efficacy 1.57)

2018-19 Actions/Services

#2: Continue TK-8 Writing focus. Year III implementation of WFTB "Write from the Beginning" and ThinkingMaps strategies. (Hattie, Visual Learning: Collaborative Efficacy 1.57)

2019-20 Actions/Services

#2: Continue TK-8 Writing focus. Full implementation of WFTB "Write from the Beginning" and ThinkingMaps strategies. (Hattie, Visual Learning: Collaborative Efficacy 1.57)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$350.00	\$300.00	\$300.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	1000-1999: Certificated Personnel Salaries	5800: Professional/Consulting Services And Operating Expenditures
Amount	NA	\$67.93	\$82.17
Source	NA	Supplemental	NA
Budget Reference	Not Applicable	3000-3999: Employee Benefits	Not Applicable

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
Specific Student Groups: NA
[Add Students to be Served selection here]

Location(s):

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

All Schools
Specific Schools: NA
Specific Grade Spans: NA
[Add Location(s) selection here]

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

Specific Schools: NA
Specific Grade Spans: NA
[Add Location(s) selection here]

Actions/Services

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

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

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

Modified Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
#3: Maintain data and assessment position to support state adopted standards implementation. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)	#3: Maintain data and assessment position to support state adopted standards implementation. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)	#3: Maintain data and assessment position to support state adopted standards implementation. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$62,548.91	\$69,969.30	\$71,718.53
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$24,855.33	\$27,683.76	\$31,709.56
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$2,900.00	\$16,955.89	\$16,955.89
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Amount	\$7,600.00	NA	NA
Source	Supplemental	NA	NA
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Not Applicable	Not Applicable

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)

Specific Student Groups: NA
[Add Students to be Served selection here]

Location(s):

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

Specific Schools: NA
Specific Grade Spans: NA
[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

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

LEA-wide
[Add Scope of Services selection here]

Location(s):

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

All Schools
Specific Schools: NA
Specific Grade Spans: NA
[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

#4: Maintain Reading intervention programs K-8 with priority to unduplicated

2018-19 Actions/Services

#4: Maintain Reading intervention programs K-8 with priority to unduplicated

2019-20 Actions/Services

#4: Maintain Reading intervention programs K-8 with priority to unduplicated

students needing intervention. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)

students needing intervention. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)

students needing intervention. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$119,541.58	\$117,249.09	\$119,007.83
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$31,985.74	\$22,210.51	\$32,596.24
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$1,000.00	NA	NA
Source	Supplemental	NA	NA
Budget Reference	4000-4999: Books And Supplies	Not Applicable	Not Applicable

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)

Specific Student Groups: NA
[Add Students to be Served selection here]

Location(s):

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

Specific Schools: NA
Specific Grade Spans: NA
[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

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

LEA-wide

[Add Scope of Services selection here]

Location(s):

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

All Schools

Specific Schools: NA

Specific Grade Spans: NA

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

#5: Continue to support supplementary bridging materials aligned to state adopted standards. Supplemental materials which reflect best practices combined with best instructional strategies principally directed towards unduplicated count. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)

2018-19 Actions/Services

#5: Continue to support supplementary bridging materials aligned to state adopted standards. Supplemental materials which reflect best practices combined with best instructional strategies principally directed towards unduplicated count. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)

2019-20 Actions/Services

#5: Continue to support supplementary bridging materials aligned to state adopted standards. Supplemental materials which reflect best practices combined with best instructional strategies principally directed towards unduplicated count. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$9,106.56	\$9,106.56
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount	\$31,590.00	\$44,715.50	\$44,715.50
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

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)

Specific Student Groups: NA
[Add Students to be Served selection here]

Location(s):

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

Specific Schools: NA
Specific Grade Spans: NA
[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

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

LEA-wide
[Add Scope of Services selection here]

Location(s):

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

All Schools
Specific Schools: NA
Specific Grade Spans: NA
[Add Location(s) selection here]

Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

#6: Provide support to students for English language acquisition throughout the

2018-19 Actions/Services

#6: Continue to provide support to students for English language acquisition

2019-20 Actions/Services

#6: Continue to provide support to students for English language acquisition

school day. (Hattie, Visual Learning:
Summer School 0.23)

throughout the school day. (Hattie, Visual
Learning: Summer School 0.23)

throughout the school day. (Hattie, Visual
Learning: Summer School 0.23)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000.00	\$1,539.00	\$1,539.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 2

Ensure campus safety and positive school culture at all school sites.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Goal 2: Increase and improve school culture at all school sites.

Suspension Rate (Priority 6)

Color: The following student groups are performing in the red or orange performance categories:

- All Students: Orange
- Socioeconomically Disadvantaged: Orange
- Students with Disabilities: Red
- Hispanic: Orange
- White-Orange

Status: The following student groups are identified in the high or very high status level:

- Homeless: Very High (11.5%)
- Socioeconomically Disadvantaged: High (3.3%)
- Students with Disabilities: High (3.6%)

- American Indian: High (5%)

Change: The following student groups increased or increased significantly in change level:

- All Students: Increased (+1.1%)
- Socioeconomically Disadvantaged: Increased (+1.7%)
- Students with Disabilities: Increased Significantly (+2.5%)
- American Indian: Increased Significantly (+5%)
- Hispanic: Increased (+0.7%)
- White: Increased (+1.5%)

The district will continue to utilize the student information system Illuminate Education to not only track behavior but use the data collection to implement best practices. Examples of examining reoccurring locations, times, involved individuals. This data is being used to drive important decision making and addressing the root cause of school climate issues verses treating the symptoms of potential student behavior violations. The district is focused on a continuous cycle of important at it addresses this performance gap.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Priority 3: Parental Involvement</p> <p>A: Efforts to seek parent input in making decisions for district and school sites</p>	<p>Various stakeholders are invited to attend a variety of meetings through the year to participate in decision making within the district. Examples of these meetings: Parent meetings and LCAP Townhall meetings</p> <p>Yearly district LCAP stakeholder meetings to gather input in decision making</p> <p>LCAP parent nights during the year along with web-based survey</p>	<p>The district will maintain a minimum of 2 Townhall meetings through the academic year</p> <p>The district will maintain the yearly LCAP stakeholder surveys which include parents</p> <p>Multiple means of communication for parents/guardians.</p> <p>The district incorporates:</p> <ul style="list-style-type: none"> • ParentSquare a messaging system via text, 	<p>The district will maintain a minimum of 2 Townhall meetings through the academic year</p> <p>The district will maintain the yearly LCAP stakeholder surveys which include parents</p> <p>Multiple means of communication for parents/guardians.</p> <p>The district incorporates:</p> <ul style="list-style-type: none"> • ParentSquare a messaging system via text, 	<p>The district will maintain a minimum of 2 Townhall meetings through the academic year</p> <p>The district will maintain the yearly LCAP stakeholder surveys which include parents</p> <p>Multiple means of communication for parents/guardians.</p> <p>The district incorporates:</p> <ul style="list-style-type: none"> • ParentSquare a messaging system via text,

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Multiple means of communication for parents/guardians.</p> <p>The district incorporates:</p> <ul style="list-style-type: none"> • ParentSquare a messaging system via text, phone and or email • Invitation to all extracurricular, award, academic showcases, and informational events • Flyers home 	<p>phone and or email</p> <ul style="list-style-type: none"> • Invitation to all extracurricular, award, academic showcases, and informational events • Flyers home <p>Increase from 3 to 4 LCAP parent nights during the year along with web-based survey</p>	<p>phone and or email</p> <ul style="list-style-type: none"> • Invitation to all extracurricular, award, academic showcases, and informational events • Flyers home <p>Maintain 4 LCAP parent nights during the year along with web-based survey</p>	<p>phone and or email</p> <ul style="list-style-type: none"> • Invitation to all extracurricular, award, academic showcases, and informational events • Flyers home <p>Maintain 4 LCAP parent nights during the year along with web-based survey</p>
<p>Priority 3: Parental Involvement</p> <p>B: How district promotes participation of parents for unduplicated pupils</p>	<p>6 English Language parent meetings to inform parents of strategies to help their students</p> <p>2 parent education trainings through the year for the parents to learn strategies to help their students and to help the parents targeted at unduplicated student families</p>	<p>Maintain 6 English Language parent meetings to inform parents of strategies to help their students</p> <p>Increase from 2 to 3 parent education trainings through the year for the parents to learn strategies to help their students and to help the parents targeted at unduplicated student families</p>	<p>Maintain 6 English Language parent meetings to inform parents of strategies to help their students</p> <p>Maintain 3 parent education trainings through the year for the parents to learn strategies to help their students and to help the parents targeted at unduplicated student families</p>	<p>Maintain 6 English Language parent meetings to inform parents of strategies to help their students</p> <p>Maintain 3 parent education trainings through the year for the parents to learn strategies to help their students and to help the parents targeted at unduplicated student families</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3: Parental Involvement C: How district promotes participation of parents for pupils with exceptional needs	1 training for parents of special need students at beginning of the year	Maintain 1 training for parents of special need students at beginning of the year	Maintain 1 training for parents of special need students at beginning of the year	Maintain 1 training for parents of special need students at beginning of the year
Priority 5: Pupil Engagement A: School attendance rates	95.32%	Maintain a minimum of 95%	Maintain a minimum of 95%	Maintain a minimum of 95%
Priority 5: Pupil Engagement B: Chronic absenteeism rates	10%	Maintain 10% or below	Maintain 10% or below	Maintain 10% or below
Priority 5: Pupil Engagement C: Middle school dropout rates	0%	Maintain 0% Dropout Rate	Maintain 0% Dropout Rate	Maintain 0% Dropout Rate
Priority 5: Pupil Engagement D: High school dropout rates	NA (Elementary District)	NA (Elementary District)	NA (Elementary District)	NA (Elementary District)
Priority 5: Pupil Engagement E: High school graduation rates	NA (Elementary District)	NA (Elementary District)	NA (Elementary District)	NA (Elementary District)
Priority 6: School Climate	2%	Maintain 2% or lower	Maintain 3% or lower	Maintain 3% or lower

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A: Student suspension rates				
Priority 6: School Climate B: Student expulsion rate	0.00097%	Maintain under 0.005%	Maintain under 0.005%	Maintain under 0.005%
Priority 6: School Climate C: Other local measures on sense of safety and school connectedness	<p>93.8% of parents state their students' schools are safe, clean and in good repair</p> <p>94.1% of parents state their students' look forward to coming to school</p> <p>97% of parents state their students' are safe at school</p> <p>61.9% of students state their schools are safe, clean and in good repair</p> <p>67.7% of students state they look forward to attending school</p> <p>88.3% of students state they feel safe at school</p> <p>(Stakeholder Survey Data Feb. 2017)</p>	<p>Maintain 90% or higher of parents stating their students' schools are safe, clean and in good repair</p> <p>Maintain 90% or higher of parents stating their students' look forward to coming to school</p> <p>Maintain 90% of parents state their students' are safe at school</p> <p>Increase from 61.9% to 65% of students stating their schools are safe, clean and in good repair</p> <p>Increase from 67.7% to 68% of students stating they look forward to attending school</p> <p>Increase from 88.3% to 89% of students stating they feel safe at school</p>	<p>Maintain 90% or higher of parents stating their students' schools are safe, clean and in good repair</p> <p>Maintain 90% or higher of parents stating their students' look forward to coming to school</p> <p>Maintain 90% of parents state their students' are safe at school</p> <p>Increase from 71% to 73% of students stating their schools are safe, clean and in good repair</p> <p>Increase from 75% to 77% of students stating they look forward to attending school</p> <p>Maintain 90% or higher of students stating they feel safe at school</p>	<p>Maintain 90% or higher of parents stating their students' schools are safe, clean and in good repair</p> <p>Maintain 90% or higher of parents stating their students' look forward to coming to school</p> <p>Maintain 90% of parents state their students' are safe at school</p> <p>Increase from 70% to 75% of students stating their schools are safe, clean and in good repair</p> <p>Increase from 70% to 72% of students stating they look forward to attending school</p> <p>Maintain 90% or higher of students stating they feel safe at school</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		(Stakeholder Survey Data Feb. 2017)	(Stakeholder Survey Data Feb. 2018)	(Stakeholder Survey Data Feb. 2019)

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
Specific Student Groups: NA
[Add Students to be Served selection here]

Location(s):

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

All Schools
Specific Schools: NA
Specific Grade Spans: NA
[Add Location(s) selection here]

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

Specific Schools: NA
Specific Grade Spans: NA
[Add Location(s) selection here]

Actions/Services

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

Modified Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

#1: Maintain positive school climate and strong student engagement. Continue implementation year II of PBIS "Positive Behavioral Interventions & Supports." (Hattie, Visual Learning: Collaborative Efficacy 1.57)

#1: Maintain positive school climate and strong student engagement. Continue implementation year III of PBIS "Positive Behavioral Interventions & Supports." To include support by vice principals and instructional aide supervision. (Hattie, Visual Learning: Collaborative Efficacy 1.57)

#1: Maintain positive school climate and strong student engagement. Maintain and monitor PBIS "Positive Behavioral Interventions & Supports." To include support by vice principals and instructional aide supervision. (Hattie, Visual Learning: Collaborative Efficacy 1.57)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$54,664.95	\$83,953.00	\$85,212.30
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$13,939.99	\$6,698.99	\$6,866.46
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$23,339.83	\$36,438.45	\$41,405.68
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount	NA	\$640.00	\$640.00
Source	NA	Supplemental	Supplemental
Budget Reference	Not Applicable	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 2

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

Students to be Served:

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

All
Specific Student Groups: NA
[Add Students to be Served selection here]

Location(s):

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

All Schools
Specific Schools: NA
Specific Grade Spans: NA
[Add Location(s) selection here]

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

Specific Schools: NA
Specific Grade Spans: NA
[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

#2: Maintain programs that reward students for perfect attendance monthly,

2018-19 Actions/Services

#2: This action has been discontinued. See the Annual Update for more

2019-20 Actions/Services

#2: This action has been discontinued. See the Annual Update for more

quarterly, and for the entire school year.
(Hattie, Feedback 0.75)

information. Explanation is in the
Goal/Analysis Section.

information. Explanation is in the
Goal/Analysis Section.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,500.00	NA	NA
Source	Supplemental	NA	NA
Budget Reference	4000-4999: Books And Supplies	Not Applicable	Not Applicable

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
Specific Student Groups: NA
[Add Students to be Served selection here]

Location(s):

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

All Schools
Specific Schools: NA
Specific Grade Spans: NA
[Add Location(s) selection here]

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

Specific Schools: NA
Specific Grade Spans: NA
[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

#3: Maintain a positive school climate, campuses will be safe and security maintained; gates, fences, and locks. (Hattie, Visual Learning: Feedback 0.75)

2018-19 Actions/Services

#3: Maintain a positive school climate, students will be safe and secure. To include district secretary role of community communication and messaging. (Hattie, Visual Learning: Feedback 0.75)

2019-20 Actions/Services

#3: Maintain a positive school climate, students will be safe and secure. To include district secretary role of community communication and messaging. (Hattie, Visual Learning: Feedback 0.75)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000.00	\$13,778.32	\$14,122.78
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	NA	\$8,828.59	\$8,090.72
Source	NA	Supplemental	Supplemental
Budget Reference	Not Applicable	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	NA	\$12,165.00	\$12,165.00
Source	NA	Supplemental	Supplemental
Budget Reference	Not Applicable	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Action 4

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

Students to be Served:

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

Location(s):

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

All
Specific Student Groups: NA
[Add Students to be Served selection here]

All Schools
Specific Schools: NA
Specific Grade Spans: NA
[Add Location(s) selection here]

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

Specific Schools: NA
Specific Grade Spans: NA
[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

#4: Educate parents on the importance of students being at school, present in the classroom and ready to learn. Hold quarterly parent meetings to inform parents of strategies to help their students. With priority to unduplicated students and students with disabilities. (Hattie, Visual Learning: Parental Involvement 0.41)

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

Modified Action

2018-19 Actions/Services

#4: This action has been discontinued. See the Annual Update for more information. Explanation is in the Goal/Analysis Section.

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

Modified Action

2019-20 Actions/Services

#4: This action has been discontinued. See the Annual Update for more information. Explanation is in the Goal/Analysis Section.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500.00	NA	NA
Source	Supplemental	NA	NA
Budget Reference	2000-2999: Classified Personnel Salaries	Not Applicable	Not Applicable
Amount	\$121.98	NA	NA
Source	Supplemental	NA	NA
Budget Reference	3000-3999: Employee Benefits	Not Applicable	Not Applicable

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)

Specific Student Groups: NA
[Add Students to be Served selection here]

Location(s):

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

Specific Schools: NA
Specific Grade Spans: NA
[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

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

LEA-wide
[Add Scope of Services selection here]

Location(s):

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

All Schools
Specific Schools: NA
Specific Grade Spans: NA
[Add Location(s) selection here]

Actions/Services

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

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

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

Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
#5: Maintain English Language Learner parent education forums throughout the year for the parents to learn strategies to help their students. Access to the computer lab will be provided to students to work on homework and computer based intervention programs. Priority to unduplicated students and students with disabilities. (Hattie, Visual Learning: Parental Involvement 0.41)	#5: Maintain parent education forums throughout the year for the parents to learn strategies to help their students. Focus topics will be on English Language, Special Education, Foster, Homeless, and Low Socioeconomically Disadvantaged. Access to the computer lab will be provided to students to work on homework and computer based intervention programs. Priority to unduplicated students and students with disabilities. (Hattie, Visual Learning: Parental Involvement 0.41)	#5: Maintain parent education forums throughout the year for the parents to learn strategies to help their students. Focus topics will be on English Language, Special Education, Foster, Homeless, and Low Socioeconomically Disadvantaged. Access to the computer lab will be provided to students to work on homework and computer based intervention programs. Priority to unduplicated students and students with disabilities. (Hattie, Visual Learning: Parental Involvement 0.41)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$250.00	\$1,000.00	\$1,000.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount	\$61.00	NA	NA
Source	Supplemental	NA	NA
Budget Reference	3000-3999: Employee Benefits	Not Applicable	Not Applicable
Amount	\$250.00	NA	NA
Source	Supplemental	NA	NA
Budget Reference	4000-4999: Books And Supplies	Not Applicable	Not Applicable

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
Specific Student Groups: NA
[Add Students to be Served selection here]

Location(s):

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

All Schools
Specific Schools: NA
Specific Grade Spans: NA
[Add Location(s) selection here]

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

Specific Schools: NA
Specific Grade Spans: NA
[Add Location(s) selection here]

Actions/Services

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

Modified Action

2017-18 Actions/Services

#6: Maintain an effective truancy policy. Parents will be notified quarterly regarding their students' attendance and held accountable in regards to truancy and chronic absenteeism. (Hattie, Visual Learning: Parental Involvement 0.41)

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

Modified Action

2018-19 Actions/Services

#6: Maintain an effective truancy policy. Parents will be notified quarterly regarding their students' attendance and held accountable in regards to truancy and chronic absenteeism. Educate parents on the importance of students being at school, present in the classroom and ready to learn. Priority to unduplicated students and students with disabilities.

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

Modified Action

2019-20 Actions/Services

#6: Maintain an effective truancy policy. Parents will be notified quarterly regarding their students' attendance and held accountable in regards to truancy and chronic absenteeism. Educate parents on the importance of students being at school, present in the classroom and ready to learn. Priority to unduplicated students and students with disabilities.

(Hattie, Visual Learning: Parental Involvement 0.41)

(Hattie, Visual Learning: Parental Involvement 0.41)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	NA	NA
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)

Specific Student Groups: NA
[Add Students to be Served selection here]

Location(s):

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

Specific Schools: NA
Specific Grade Spans: NA
[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

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

LEA-wide
[Add Scope of Services selection here]

Location(s):

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

All Schools
Specific Schools: NA
Specific Grade Spans: NA
[Add Location(s) selection here]

Actions/Services

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

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

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

New Action

New Action

2017-18 Actions/Services

#7: This action was not implemented in 2017-2018. See the Annual Update for more information.

2018-19 Actions/Services

#7: Addition of district-wide nurse with focus on school safety. Focus on connecting families to community resources based on need. (Hattie, Visual Learning: Parental Involvement 0.41)

2019-20 Actions/Services

#7: Addition of district-wide nurse with focus on school safety. Focus on connecting families to community resources based on need. (Hattie, Visual Learning: Parental Involvement 0.41)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	\$39,490.80	\$40,083.16
Source	NA	Supplemental	Supplemental
Budget Reference	Not Applicable	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	NA	\$7,480.74	\$10,978.78
Source	NA	Supplemental	Supplemental
Budget Reference	Not Applicable	3000-3999: Employee Benefits	3000-3999: Employee 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)

Specific Student Groups: NA
[Add Students to be Served selection here]

Location(s):

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

Specific Schools: NA
Specific Grade Spans: NA
[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

LEA-wide
[Add Scope of Services selection here]

All Schools
Specific Schools: NA
Specific Grade Spans: NA
[Add Location(s) selection here]

Actions/Services

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

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

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

New Action

New Action

2017-18 Actions/Services

#8: This action was not implemented in 2017-2018. See the Annual Update for more information.

2018-19 Actions/Services

#8: Add 0.5 FTE PPS credentialed certificated staff to provide social and emotional intervention supports and counseling. (Hattie, Visual Learning: Collaborative Efficacy 1.57)

2019-20 Actions/Services

#8: Add 0.5 FTE PPS credentialed certificated staff to provide social and emotional intervention supports and counseling. (Hattie, Visual Learning: Collaborative Efficacy 1.57)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	\$39,057.19	\$39,643.05
Source	NA	Supplemental	Supplemental
Budget Reference	Not Applicable	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	NA	\$14,157.42	\$10,858.23
Source	NA	Supplemental	Supplemental
Budget Reference	Not Applicable	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 3

#3. Focus on high school, and, college and career readiness which encompasses 21st century learning skills and leveraging the digital.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

As of the 2017-2018 the district is approximately 90% 1:1 on devices. All facilities maintained and in good repair.

The district will continue to maintain programs and facilities: Core Instruction, Renaissance Learning Programs (Accelerated Reader, STAR reading, STAR math, and STAR Early Literacy), and these programs are currently used for benchmark data along with rigorous CAASPP Interims to show a wide array of mastery among grade levels in subjects pertaining to 51210/51220 by the end of the 2018-2019.

Read Well-Title 1 Reading Program, Lexia/ReadingPlus, Language Studio, Elective Programs (Robotics, Art, Drama , and Band), PLTW, GATE and AVID. These programs are used to meet the needs of our students for intervention and enrichment.

Renaissance STAR Reading Test September 2017 - October 2017 - December 2017 - March 2018:

- Grade K Standard Met= 58% -73% - 82% - 85%
- Grade 1 Standard Met= 54% - 84% - 81% - 79%
- Grade 2 Standard Met= 44% - 57% - 56% - 67%
- Grade 3 Standard Met= 47% - 56% - 48% - 50%
- Grade 4 Standard Met= 50% - 54% - 56% - 58%

Renaissance STAR Math September 2017 - October 2017 - December 2017 - March 2018:

- Grade 1 Standard Met= 48% - 61% - 62% - 61%
- Grade 2 Standard Met= 45% - 56% - 54% - 49%
- Grade 3 Standard Met= 52% - 55% - 56% - 45%
- Grade 4 Standard Met= 40% - 54% - 48% - 51%
- Grade 5 Standard Met= 28% - 32% - 32% - 34%
- Grade 6 Standard Met= 28% - 34% - 25% - 31%
- Grade 7 Standard Met= 25% - 38% - 25% - 33%
- Grade 8 Standard Met= 25% - 30% - 33% - 21%

Lexia Reading September 2017 - May 2018:

- Grade K Standard Met= 32% - 100%
- Grade 1 Standard Met= 40% - 94%
- Grade 2 Standard Met= 42% - 70%
- Grade 3 Standard Met= 30% - 64%
- Grade 4 Standard Met= 49% - 84%

Reading Plus August 2017 - December 2017 - May 2018:

- Grade 5 Standard Met= 26% - 35% - 44%
- Grade 6 Standard Met= 34% - 39% - 58%
- Grade 7 Standard Met= 51% - 48% - 54%
- Grade 8 Standard Met= 38% - 50% - 35%

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Basic Services A: Teachers appropriately assigned and fully credentialed for assignment	98% of teachers appropriately assigned and credentialed in subject areas.	Increase to 100% of teachers appropriately assigned and credentialed in subject areas.	Maintain 98% of teachers appropriately assigned and credentialed in subject areas.	Maintain 98% of teachers appropriately assigned and credentialed in subject areas.
Priority 1: Basic Services	100% compliance on Williams	Maintain 100% compliance on Williams	Maintain 100% compliance on Williams	Maintain 100% compliance on Williams

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
B: Pupil access to standards aligned materials				
Priority 1: Basic Services C: School facilities maintained in good repair	FIT: Good/exemplary rating all schools	Maintain FIT: Good/exemplary rating all schools	Maintain FIT: Good/exemplary rating all schools	Maintain FIT: Good/exemplary rating all schools
Priority 8: Other Pupil Outcomes A: Pupil outcomes in subjects described in 51210/51220	<ul style="list-style-type: none"> District final ELA benchmark average= 54.84% District final Math benchmark average= 52.14% PLTW total student count participating= 164 PLTW total unduplicated student count participating= 63 	<ul style="list-style-type: none"> Increase District final ELA benchmark average from 54.84% to 57% Increase District final Math benchmark average from 52.14% to 54% Increase PLTW total student count participating from 164 to 165 Increase PLTW total unduplicated student count participating from 63 to 65 	<ul style="list-style-type: none"> Increase District final ELA benchmark average from 57% to 58% Increase District final Math benchmark average from 54% to 55% Increase PLTW total student count participating from 165 to 166 Increase PLTW total unduplicated student count participating from 65 to 67 	<ul style="list-style-type: none"> Increase District final ELA benchmark average from 58% to 59% Increase District final Math benchmark average from 55% to 56% Increase PLTW total student count participating from 166 to 167 Increase PLTW total unduplicated student count participating from 67 to 68

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
Specific Student Groups: NA
[Add Students to be Served selection here]

Location(s):

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

All Schools
Specific Schools: NA
Specific Grade Spans: NA
[Add Location(s) selection here]

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

All Schools
Specific Schools: NA
Specific Grade Spans: NA
[Add Location(s) selection here]

Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

#1: Incorporate C3 administration walk-through observation tool. Observation tool will primarily be used for observation of instructional strategies being implemented daily in classroom instruction. (Hattie,

2018-19 Actions/Services

#1: Continue C3 administration walk-through observation tool. Observation tool will primarily be used for observation of instructional strategies being implemented daily in classroom instruction. (Hattie,

2019-20 Actions/Services

#1: Continue C3 administration walk-through observation tool. Observation tool will primarily be used for observation of instructional strategies being implemented daily in classroom instruction. (Hattie,

Visual Learning: Collaborative Efficacy
1.57)

Visual Learning: Collaborative Efficacy
1.57)

Visual Learning: Collaborative Efficacy
1.57)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,500.00	\$1,000.00	\$1,000.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Action 2

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

Students to be Served:

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

All
Specific Student Groups: NA
[Add Students to be Served selection here]

Location(s):

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

All Schools
Specific Schools: NA
Specific Grade Spans: NA
[Add Location(s) selection here]

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

Specific Schools: NA
Specific Grade Spans: NA
[Add Location(s) selection here]

Actions/Services

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

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

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

New Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
#2: Identify K-8 Technology progression skills with Tech Team. Year I implementation of 0.5 FTE Technology TOSA. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	#2: This action has been discontinued. See the Annual Update for more information. Explanation is in the Goal/Analysis Section.	#2: This action has been discontinued. See the Annual Update for more information. Explanation is in the Goal/Analysis Section.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$77,767.64	NA	NA
Source	Supplemental	NA	NA
Budget Reference	1000-1999: Certificated Personnel Salaries	Not Applicable	Not Applicable
Amount	\$22,821.72	NA	NA
Source	Supplemental	NA	NA
Budget Reference	3000-3999: Employee Benefits	Not Applicable	Not Applicable

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
Specific Student Groups: NA
[Add Students to be Served selection here]

Location(s):

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

All Schools
Specific Schools: NA
Specific Grade Spans: NA
[Add Location(s) selection here]

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

#3: Maintain and support a technology replacement system for LCAP purchased items. (Hattie, Visual Learning: Computer Assisted Instruction 0.37)

2018-19 Actions/Services

#3: Maintain and support a technology replacement system for LCAP purchased items to support low income, foster youth, and English learners that may not have access to technology or internet at home. (Hattie, Visual Learning: Computer Assisted Instruction 0.37)

2019-20 Actions/Services

#3: Maintain and support a technology replacement system for LCAP purchased items to support low income, foster youth, and English learners that may not have access to technology or internet at home. (Hattie, Visual Learning: Computer Assisted Instruction 0.37)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$77,281.83	\$17,413.14	\$0.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$28,843.02	\$37,012.50	\$37,937.81
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Amount	\$67,619.23	\$17,675.35	\$18,973.78
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies	3000-3999: Employee Benefits	3000-3999: Employee 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)

All
Specific Student Groups: NA
[Add Students to be Served selection here]

Location(s):

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

All Schools
Specific Schools: NA
Specific Grade Spans: 4-8
[Add Location(s) selection here]

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

Specific Schools: NA
Specific Grade Spans: NA
[Add Location(s) selection here]

Actions/Services

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

New Action

2017-18 Actions/Services

#4: Incorporate GATE certification to improve differentiation for identified gifted and talented students. (Hattie, Visual Learning: Collaborative Efficacy 1.57)

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

Modified Action

2018-19 Actions/Services

#4: Incorporate GATE professional development to improve differentiation for identified gifted and talented students.

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

Modified Action

2019-20 Actions/Services

#4: Incorporate GATE professional development to improve differentiation for identified gifted and talented students.

(Hattie, Visual Learning: Collaborative Efficacy 1.57)

(Hattie, Visual Learning: Collaborative Efficacy 1.57)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000.00	\$2,000.00	\$2,000.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	NA	\$452.86	\$547.80
Source	NA	Supplemental	Supplemental
Budget Reference	Not Applicable	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	NA	\$1,723.64	NA
Source	NA	Supplemental	NA
Budget Reference	Not Applicable	4000-4999: Books And Supplies	Not Applicable

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
Specific Student Groups: NA
[Add Students to be Served selection here]

Location(s):

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

All Schools
Specific Schools: Rio Bravo-Greeley School
Specific Grade Spans: 6-8
[Add Location(s) selection here]

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

Specific Schools: NA

Specific Grade Spans: NA

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

#5: Continue to provide multiple PLTW Gateway courses at the middle school preparing students for CTE coursework furthering college and career readiness. (Hattie, Visual Learning: Collaborative Efficacy 1.57)

2018-19 Actions/Services

#5: Continue to provide multiple college and career readiness courses at the middle school preparing students for CTE coursework furthering college and career readiness. (Hattie, Visual Learning: Collaborative Efficacy 1.57)

2019-20 Actions/Services

#5: Continue to provide multiple college and career readiness courses at the middle school preparing students for CTE coursework furthering college and career readiness. (Hattie, Visual Learning: Collaborative Efficacy 1.57)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$200.00	\$73,328.76	\$74,418.94
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$41.59	\$32,894.36	\$38,770.10
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount	\$1,700.00	\$5,000.00	\$5,000.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$1,000.00	\$2,325.00	\$2,325.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	\$750.00	\$750.00	\$750.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

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
Specific Student Groups: NA
[Add Students to be Served selection here]

Location(s):

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

All Schools
Specific Schools: NA
Specific Grade Spans: NA
[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

Specific Schools: NA
Specific Grade Spans: NA
[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

#6: Continue AVID implementation
progress towards establishing district-wide
programs. (Hattie, Visual Learning:
Collaborative Efficacy 1.57)

2018-19 Actions/Services

#6: Continue AVID implementation
progress towards establishing district-wide
programs. (Hattie, Visual Learning:
Collaborative Efficacy 1.57)

2019-20 Actions/Services

#6: Continue AVID implementation
progress towards establishing district-wide
programs. (Hattie, Visual Learning:
Collaborative Efficacy 1.57)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,087.46	\$1,950.00	\$1,950.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$6,840.00	\$1,316.56	\$1,409.11
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount	NA	\$535.00	\$535.00
Source	NA	Supplemental	Supplemental
Budget Reference	Not Applicable	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	NA	\$8,194.33	\$8,194.33
Source	NA	Supplemental	Supplemental
Budget Reference	Not Applicable	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	NA	\$8,288.00	\$8,288.00
Source	NA	Supplemental	Supplemental
Budget Reference	Not Applicable	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$805,842.00

Percentage to Increase or Improve Services

10.3%

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

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

The district is expending its LCFF funds as described in its goals and action steps to focus on professional development, student interventions, improving attendance, student & family engagement, positive school climate, safety, and college and career readiness. Additional LCFF funding will allow Rio Bravo-Greeley Union School District to provide professional development and other services to staff to ensure quality first instruction for the unduplicated pupil groups. Particularly, supports and staff to promote English Learners acquisition of language and content have been expanded. A focus on strategic goal setting supported by access to technology for students, staff, and materials to support students for high-quality first instruction and intervention based on formative assessment results will be in place to increase student achievement. The district is continuing to align through staff decision making moving towards standards based instruction and reporting.

Rio Bravo-Greeley School District unduplicated pupil count decreased from 53% in 2016/17 to 51% in 2017/18. The LCFF supplemental funds to improve student achievement principally meet the needs of the unduplicated student count. Unduplicated students are identified as and or either low income, English Learners, or Foster Youth. The district adheres to a strong process of expending fund requests. Each request is review by school-site administration, district accounts payable, district business/curriculum, and the superintendent. The district has determined to disperse LCFF supplemental and concentration grant funds across both school sites in an effort to enhance educational services to these students. Justification that these are best practices and in the best interest of the district and students. Once the needs of the unduplicated students have been met, services are expanded to meet the needs of all students district-wide.

The district has chosen to most effectively use funds based on best practices documented by John Hattie's research. The district will focus on Hattie's #1 most effective method of improving achievement, Collective Efficacy. Collective Efficacy has an effective practice

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).

size of 1.57. An effect size of 0.40 represents one year's growth over the course of one school year. Schools that effect sizes to measure student progress can maximize their impact on student outcomes.

The district is expending it's LCFF supplemental and concentration grant funds as described in the Rio Bravo-Greeley Union School District's goals and action steps to focus on:

- Provide professional development for teachers to align curriculum to priority standards, systematic CFAs, and Data Team implementation.. (Hattie, Visual Learning: Collaborative Efficacy 1.57)
- Continue TK-8 Writing focus. Year III implementation of WFTB "Write from the Beginning" and ThinkingMaps strategies. (Hattie, Visual Learning: Collaborative Efficacy 1.57)
- Maintain data and assessment position to support state adopted standards implementation. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)
- Maintain Reading intervention programs K-8 with priority to unduplicated students needing intervention. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)
- Continue to support supplementary bridging materials aligned to state adopted standards. Supplemental materials which reflect best practices combined with best instructional strategies principally directed towards unduplicated count. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)
- Provide support to students for English language acquisition throughout the school day.
- Maintain positive school climate and strong student engagement. Continue implementation year II of PBIS "Positive Behavioral Interventions & Supports." (Hattie, Visual Learning: Collaborative Efficacy 1.57)
- Maintain programs that reward students for perfect engagement, attendance monthly, quarterly, and for the entire school year. (Hattie, Feedback 0.75)
- Maintain a positive school climate, students will be safe and secure. (Hattie, Visual Learning: Feedback 0.75)
- Maintain parent education forums throughout the year for the parents to learn strategies to help their students. Focus topics will be on English Language, Special Education, Foster, Homeless, and Low Socioeconomically Disadvantaged. Access to the computer lab will be provided to students to work on homework and computer based intervention programs. Priority to unduplicated students and students with disabilities. (Hattie, Visual Learning: Parental Involvement 0.41)
- Maintain an effective truancy policy. Parents will be notified quarterly regarding their students' attendance and held accountable in regards to truancy and chronic absenteeism. (Hattie, Visual Learning: Parental Involvement 0.41)
- Addition of district-wide nurse with focus on school safety. Focus on connecting families to community resources based on need. (Hattie, Visual Learning: Parental Involvement 0.41)

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

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

- Add 0.5 FTE PPS credentialed certificated staff to provide social and emotional intervention supports and counseling. (Hattie, Visual Learning: Collaborative Efficacy 1.57)
- Continue C3 administration walk-through observation tool. Observation tool will primarily be used for observation of instructional strategies being implemented daily in classroom instruction. (Hattie, Visual Learning: Collaborative Efficacy 1.57)
- Maintain a technology replacement system and support for LCAP purchased items. (Hattie, Visual Learning: Computer Assisted Instruction 0.37)
- Incorporate GATE professional development to improve differentiation for identified gifted and talented students. (Hattie, Visual Learning: Collaborative Efficacy 1.57)
- Continue to provide multiple college and career readiness courses at the middle school preparing students for CTE coursework furthering college and career readiness. (Hattie, Visual Learning: Collaborative Efficacy 1.57)
- Continue AVID implementation progress towards establishing district-wide programs. (Hattie, Visual Learning: Collaborative Efficacy 1.57)

The minimum proportionality percentage has increased from 9.61% to 10.3%. These funds are above the base grant and will be focused on the district's unduplicated student count. The minimum proportionality equates to the minimum amount of growth the state is expecting from the students who generated the supplemental grant. Supplemental concentration funds were principally directed to unduplicated pupils above the base program based on identified need and stakeholder input.

The addition of LCFF funding will allow the Rio Bravo-Greeley Union School District to increase focus on three themes while modeling Hattie's best practices:

Professional Development:

- To support implementation of Common Core in ELA and Mathematics standards, English Language Development strategies and digital learning to enhance and improve the delivery of ELA and Mathematics instruction. To improve strong first instruction along with the implementation of research-based state adopted standards instructional strategies, curriculum, intervention and enrichment (GATE) programs increasing strong first instruction.

Intervention Programs:

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).

- Maintain Reading intervention programs in grades K-8 with priority to unduplicated students needing intervention. 100% unduplicated count participation at RBG and all unduplicated count students enrolled in at RBG until demonstration of closing the achievement gap. Continue to provide priority for Jump Start summer school program grades 2-4 and after school tutoring club. Maintain support staff to provide assistance to students who need support in social skills and behavior management strategies. With priority to unduplicated students and students with disabilities.

Parental Engagement:

- Educate parents on the importance of students being at school, present in the classroom and ready to learn. Hold quarterly parent meetings to inform parents of strategies to help their students. With priority to unduplicated students and students with disabilities. Maintain parent education trainings throughout the year for the parents to learn strategies to help their students and to help the parents learn English language skills. Access to the computer lab will be provided to students to work on homework and computer based intervention programs. With priority to unduplicated students and students with disabilities.

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

\$737,858.00

9.61%

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).

Rio Bravo-Greeley School District unduplicated pupil count increased from 50% in 2015/16 to 53% in 2016/17. The LCFF supplemental funds to improve student achievement principally meet the needs of the unduplicated student count. Unduplicated students are identified as and or either low income, English Learners, or Foster Youth. The district adheres to a strong process of expending fund requests. Each request is review by school-site administration, district accounts payable, district business/curriculum, and the superintendent. The district has determined to disperse LCFF supplemental and concentration grant funds across both school sites in an effort to enhance educational services to these students. Justification that these are best practices and in the best interest of the district and students. Once the needs of the unduplicated students have been met, services are expanded to meet the needs of all students district-wide.

The district has chosen to most effectively use funds based on best practices documented by John Hattie's research. The district will focus on Hattie's #1 most effective method of improving achievement, Collective Efficacy. Collective Efficacy has an effective practice size of 1.57. An effect size of 0.40 represents one year's growth over the course of one school year. Schools that effect sizes to measure student progress can maximize their impact on student outcomes.

The district is expending it's LCFF supplemental and concentration grant funds as described in the Rio Bravo-Greeley Union School District's goals and action steps to focus on:

- Provide professional development for teachers to identify Priority Standards in ELA & Math while defining Scope & Sequence per quarter. (Hattie, Visual Learning: Collaborative Efficacy 1.57)
- Continue TK-8 Writing focus. Year II implementation of WFTB "Write from the Beginning" and ThinkingMaps strategies. (Hattie, Visual Learning: Collaborative Efficacy 1.57)
- Maintain data and assessment position to support state adopted standards implementation. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)
- Maintain Reading intervention programs K-8 with priority to unduplicated students needing intervention. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)
- Continue to support supplementary bridging materials aligned to state adopted standards. Supplemental materials which reflect best practices combined with best instructional strategies principally directed towards unduplicated count. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)
- Provide support to students for English language acquisition throughout the school day.
- Maintain positive school climate and strong student engagement. Continue implementation year II of PBIS "Positive Behavioral Interventions & Supports." (Hattie, Visual Learning: Collaborative Efficacy 1.57)

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).

- Maintain programs that reward students for perfect engagement, attendance monthly, quarterly, and for the entire school year. (Hattie, Feedback 0.75)
- Maintain a positive school climate, campuses will be safe and security maintained; gates, fences, and locks. (Hattie, Visual Learning: Feedback 0.75)
- Educate parents on the importance of students being at school, present in the classroom and ready to learn. Hold quarterly parent meetings to inform parents of strategies to help their students. With priority to unduplicated students and students with disabilities. (Hattie, Visual Learning: Parental Involvement 0.41)
- Maintain English Language Learner parent education forums throughout the year for the parents to learn strategies to help their students. Access to the computer lab will be provided to students to work on homework and computer based intervention programs. Priority to unduplicated students and students with disabilities. (Hattie, Visual Learning: Parental Involvement 0.41)
- Maintain an effective truancy policy. Parents will be notified quarterly regarding their students' attendance and held accountable in regards to truancy and chronic absenteeism. (Hattie, Visual Learning: Parental Involvement 0.41)
- Incorporate C3 administration walk-through observation tool. Observation tool will primarily be used for observation of instructional strategies being implemented daily in classroom instruction. (Hattie, Visual Learning: Collaborative Efficacy 1.57)
- Identify K-8 Technology progression skills with Tech Team. (Hattie, Visual Learning: Collaborative Efficacy 1.57)
- Maintain a technology replacement system and support for LCAP purchased items. (Hattie, Visual Learning: Computer Assisted Instruction 0.37)
- Incorporate GATE certification to improve differentiation for identified gifted and talented students. (Hattie, Visual Learning: Collaborative Efficacy 1.57)
- Continue to provide multiple PLTW Gateway courses at the middle school preparing students for CTE coursework furthering college and career readiness. (Hattie, Visual Learning: Collaborative Efficacy 1.57)
- Continue AVID implementation progress towards establishing district-wide programs. (Hattie, Visual Learning: Collaborative Efficacy 1.57)

The minimum proportionality percentage has increased from 8.8% to 9.61%. These funds are above the base grant and will be focused on the district's unduplicated student count. The minimum proportionality equates to the minimum amount of growth the state is expecting from the students who generated the supplemental grant. Supplemental concentration funds were principally directed to unduplicated pupils above the base program based on identified need and stakeholder input.

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 addition of LCFF funding will allow the Rio Bravo-Greeley Union School District to increase focus on three themes while modeling Hattie's best practices:

Professional Development:

- To support implementation of Common Core in ELA and Mathematics standards, English Language Development strategies and digital learning to enhance and improve the delivery of ELA and Mathematics instruction. To improve strong first instruction along with the implementation of research-based state adopted standards instructional strategies, curriculum, intervention and enrichment (GATE) programs increasing strong first instruction.

Intervention Programs:

- Maintain Reading intervention programs in grades K-8 with priority to unduplicated students needing intervention. 100% unduplicated count participation at RBG and all unduplicated count students enrolled in at RBG until demonstration of closing the achievement gap. Continue to provide priority for Jump Start summer school program grades 2-4 and after school tutoring club. Maintain support staff to provide assistance to students who need support in social skills and behavior management strategies. With priority to unduplicated students and students with disabilities.

Parental Engagement:

- Educate parents on the importance of students being at school, present in the classroom and ready to learn. Hold quarterly parent meetings to inform parents of strategies to help their students. With priority to unduplicated students and students with disabilities. Maintain parent education trainings throughout the year for the parents to learn strategies to help their students and to help the parents learn English language skills. Access to the computer lab will be provided to students to work on homework and computer based intervention programs. With priority to unduplicated students and students with disabilities.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

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

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

Budget Summary

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

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

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

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

Students to be Served

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

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	737,858.00	742,708.00	737,858.00	805,842.00	815,580.01	2,359,280.01
NA	0.00	0.00	0.00	0.00	82.17	82.17
Supplemental	737,858.00	742,708.00	737,858.00	805,842.00	815,497.84	2,359,197.84

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

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	737,858.00	742,708.00	737,858.00	805,842.00	815,580.01	2,359,280.01
1000-1999: Certificated Personnel Salaries	418,004.91	418,045.33	418,004.91	459,711.28	444,283.75	1,321,999.94
2000-2999: Classified Personnel Salaries	14,689.99	11,879.77	14,689.99	57,489.81	58,927.05	131,106.85
3000-3999: Employee Benefits	137,476.41	130,014.53	137,476.41	172,602.99	197,672.76	507,752.16
4000-4999: Books And Supplies	103,069.23	73,038.45	103,069.23	17,904.20	16,180.56	137,153.99
5000-5999: Services And Other Operating Expenditures	13,987.46	24,684.24	13,987.46	11,159.33	11,159.33	36,306.12
5800: Professional/Consulting Services And Operating Expenditures	50,630.00	85,045.68	50,630.00	86,974.39	87,274.39	224,878.78
Not Applicable	0.00	0.00	0.00	0.00	82.17	82.17

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	737,858.00	742,708.00	737,858.00	805,842.00	815,580.01	2,359,280.01
1000-1999: Certificated Personnel Salaries	Supplemental	418,004.91	418,045.33	418,004.91	459,711.28	444,283.75	1,321,999.94
2000-2999: Classified Personnel Salaries	Supplemental	14,689.99	11,879.77	14,689.99	57,489.81	58,927.05	131,106.85
3000-3999: Employee Benefits	Supplemental	137,476.41	130,014.53	137,476.41	172,602.99	197,672.76	507,752.16
4000-4999: Books And Supplies	Supplemental	103,069.23	73,038.45	103,069.23	17,904.20	16,180.56	137,153.99
5000-5999: Services And Other Operating Expenditures	Supplemental	13,987.46	24,684.24	13,987.46	11,159.33	11,159.33	36,306.12
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	50,630.00	85,045.68	50,630.00	86,974.39	87,274.39	224,878.78
Not Applicable	NA	0.00	0.00	0.00	0.00	82.17	82.17

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

Total Expenditures by Goal						
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	338,777.76	335,360.11	338,777.76	330,294.00	342,413.98	1,011,485.74
Goal 2	100,627.75	110,194.04	100,627.75	263,688.50	271,066.16	635,382.41
Goal 3	298,452.49	297,153.85	298,452.49	211,859.50	202,099.87	712,411.86
Goal 4			0.00	0.00	0.00	0.00

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