Local Control Accountability Plan and Annual Update (LCAP) Template

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

The Story

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

Semitropic Elementary School was established as a one room school house on April 1, 1895. Mrs. C. J. Clayton was the first teacher. The first class of students numbered only seven. The current enrollment is 210 students in grades kindergarten through eight. The school is a District of Choice, as per education code statute, meaning that students are permitted to attend Semitropic Elementary School even if they do not reside in the district boundary lines. The district is located 10 miles west of Wasco, California, at the intersection of State Highway 46 and Gun Club Road.

VISION STATEMENT

Success Now for a Brighter Tomorrow

MISSION STATEMENT

The Semitropic Elementary School District is dedicated to teaching our students to be productive citizens who work at their fullest potential to succeed while providing a caring and supportive academic environment.

SCHOOL BOARD GOALS
  - Provide leadership and direction to improve the overall learning environment in our classrooms, schools and district including the health, safety, security and happiness of students and staff.
  - Direct and support actions, programs, and activities which reduce the impacts of poverty on our students, their families, and our community.

DISTRICT GOALS

- Ensure uniformly high performance in academics and tangible results in character development.
- School faculty is highly qualified in their fields, is committed to ongoing professional development, and receives timely and helpful feedback on classroom instruction.
- Curriculum is rigorous, logically sequential, and age appropriate.
- Students display high standards of personal dignity and respect for authority at all grade levels. School faculty and staff model the qualities of behavior that are expected in students.
- Ensure all students at each grade level increase their love of reading by implementing a classical literature piece at each grade level for students to read while exploring the themes in that piece of literature.
- Reemphasize the importance of students learning basic skills in reading, writing, spelling, and math to ensure that all students can reach a deeper level understanding more rigorous concepts.
- Ensure that all students reach high levels of achievement in reading, writing, math, and spelling using valid assessments to measure achievement at each grade level.
- Increase student enrollment.
- Increase the ability of Semitropic to effectively achieve its mission through suitable facilities consistent with the school's values and philosophy to serve the needs of a student body in grades K - 8.
- Maintain a fiscally solvent budget.

LCAP Highlights

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

Through analysis of our state and local data and input from staff and stakeholders we identified our focus areas that needed to be addressed in order to achieve our vision: "Success Now for a Brighter Tomorrow." Based on this process, the actions and services in the LCAP fell into the following areas of influence:
- Achieve Academic Rigor that increases student proficiency in all core subjects using 21st century skills.
- Build a safe environment that promotes character development and provides safe facilities for learning.
- Create positive relationships with our students, parents, and community members.

Key LCAP actions to support these areas are: continued curriculum standard alignment, PBIS site implementation, and parent night activities.

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

In our English Learner Progress overall student performance Semitropic did score in the low status at 63.2%, however, we had a very small decline in our EL students. We believe we will begin to see significant growth in the coming years.

Our Suspension rate did earn a status of Low at 0.7%, however, being a small school that is only indicative of one student suspension. We believe our PBIS policy and practice that have been put into place, have improved student behavior significantly.

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 district rubric indicator was "red"very low for "all student" in Math based on the 2017 CAASPP results.

The district rubric indicator was "Orange" for our English Learner Progress Indicator.

The district rubric indicator was "Orange" Low for "All Students" in English Language Arts based on the 2017 CAASPP results.

The district rubric indicator was "Orange" Low for "all students" in Suspension. We went from having zero suspension in 2015-2016 to having 4 students being suspended in 2016-2017, two of which brought weapons (knife) to school.

Semitropic will invest in professional development for teachers regarding implementation of curriculum development to deepen the rigor as it pertains to the standards. We will also invest in targeted support and intervention programs to meet the instructional needs of our most at risk students. We plan on working with an outside source to learn about the MTSS framework and to look at best practices, specifically in the area of our Math curriculum to help strengthen the delivery to our students.

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

English Learners achievement on CAASPP mathematics is below all other students performance. To address the gap, Semitropic will include the following actions and services:
- Professional development to improve ELD in all content area subjects
- Increased tracking/progress monitoring RFEP students
- Adding lowest EL/RFEP students to additional pull out intervention class
- Aquire help MTSS process to analyze best practices through an awarded grant
- Provide a parent night on access to online supplemental programs that parents can help with at home (i.e. ALEKS and Lexia)

Socioeconomically Disadvantaged students achievement on CAASPP mathematics and English Language Arts is below other student performance. To address the gap, Semitropic will include the following actions and services:
- Professional development to improve SED in all content areas subjects
- Increased tracking/progress monitoring of SED students
- Ensure SED students are provided intervention services
- Provide a parent night on access to online supplemental programs that parents can help with at home (i.e. ALEKS and Lexia)

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

Based on staff and stakeholder feedback and research on effective practices we are implementing several LCAP action/services for low income, English learner and foster youth including using a portion of the LCFF Supplemental dollars. The most significant actions being implemented that will improve services are:

Provide structured writing program, Write from the Beginning to all students. In addition to providing the program to students, teachers wil continue to receive professional development from WFTB training for each genre of writing. (LCAP goal #1)

AVID will be implemented not only in 6th-8th grades, and we will start to introduce 3rd-5th. Allowing our English learner, low income, foster youth and migrant students access to college and career readiness programs. (LCAP goal #1)

Americorp will be servicing targeted students in grades 3rd-8th to help with attendance and/or behavior problems. (LCAP goal #2)

PBIS will continue to be implemented schoolwide, with additional supports/tools for parents/community members to support at home. (LCAP goal #3)

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	$$2,914,711
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$644,075.00

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

General fund expenditures specified above for the 2018-19 school year include salaries and benefits for all certificated teachers, classified personnel, and administrative staff members. In addition, other

expenditures in this area include: books and supplies, services and operating expenditures, and capital outlay.

DESCRIPTION

Total Projected LCFF Revenues for LCAP Year

AMOUNT

$$2,555,845

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

Achieve academic rigor that increases student proficiency in all core subjects using 21st century skills: critical thinking, communication, collaboration, and creativity.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                Priority 2: State Standards (Conditions of Learning)
                Priority 4: Pupil Achievement (Pupil Outcomes)
                Priority 6: School Climate (Engagement)
                Priority 7: Course Access (Conditions of Learning)
                Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1A: The district will continue to hire Highly Qualified Teachers to provide instruction. (Schoolwide) **17-18** Priority 1A: 94% fully credentialed and appropriately assigned.	92% of our teachers are highly qualified and are appropriately assigned.
Metric/Indicator Priority 1B: 100% of pupils have sufficient access to the standards-aligned materials as evidenced in our William's report.	100% of students have access to the standards - aligned materials as evidenced in our William's Report.

Expected	Actual
17-18 Priority 1B: Maintain 100% of students having standards-aligned materials.	
Metric/Indicator Priority 1C: School facilities are maintained in good repair as indicated on our William's FIT Report **17-18** Priority 1C: Maintain all facilities rating of "good" as reported on the FIT.	All Facilities continue to have an overall rating of "good" as indicated on the FIT report.
Metric/Indicator Priority 2A: Teachers fully implement state adopted academic content and performance standards as evidenced in classroom observation data. MO: Increase the amount of performance-based tasks requiring students to engage in critical thinking, communication, collaboration, and creativity in all classrooms by 5% as evidenced in walk through observations. **17-18** Priority 2A: 90% of the time teachers are implementing CCSS in the classroom as observed during admin observations and lesson plans. 10% of the time, teachers are engaging students in performance-based tasks as observed during admin observations and/or lesson plans.	95% of the teachers have academic standards in their classrooms as evidenced in classroom observation data. 30% of the observation data showed time spent on reteach and/or small group instruction. Little to no classroom data was gathered observing students engaging in performance=based tasks. However, as evidenced by PLC discussions/planning days and end products, performance-based tasks do take place across the campus.
Metric/Indicator Priority 2B: Programs offered to all students, particularly our EL student population, enable 100% of students to access the CCSS and the ELD standards for the purpose of gaining academic content knowledge and English Language Proficiency. EL students are provided an additional 30-40 minutes daily of ELD instruction, in addition to being provided ELA intervention based on assessment data. MO: ELD standards will be implemented in class for integrated instruction daily and additional 30-40 minutes of instruction daily for designated instruction as evidenced in lesson plans.	100% of our EL students receive full access to the CCSS standards and ELD standards. Each grade level continues to provide 30 minutes of ELD instruction which is monitored though weekly lesson plan checks and through classroom walk through.

Expected	Actual
17-18 Priority 2B: Maintain 100% EL students getting access to CCSS and ELD standards. Maintain 100% EL students getting additional 30 minutes of ELD instruction daily	
Metric/Indicator Priority 4A: State Assessments **17-18** Priority 4A: Increase number of students who meet or exceed standards by 3% in math and ELA as measured by CAASPP.	2017-18 CAASPP results, 9% of our students met or exceeded standards in math and 20% met or exceeded standards in ELA. We did not met our goal of 3% in Math and fell short in ELA. When looking at our subgroups you can see: Hispanics had a decline of 6.3 points, SES decline of 9.8 points, EL decline of 3.p points, and sped decline of 60.1 points in ELA. For math, the subgroups showed the following: EL had a decline of 12.8 points, SES a decline of 17.6 points, Hispanic maintained and sped decline of 43.3 points. In Science our 5th grade we had 13% of our students score Proficient or Advanced and in 8th grade we had 29% of our students score proficient or advanced.
Metric/Indicator Priority 4B: Academic Performance Index **17-18** Priority 4B: NA	API - NA
Metric/Indicator Priority 4C: Percentage of pupils completing a-g or CTE sequences/programs. **17-18** Priority 4C: NA	NA
Metric/Indicator Priority 4D: The percentage of EL pupils who made progress towards English proficiency as measured by the CELDT is 45%. MO: Increase the percentage of EL pupils who made progress towards English proficiency by 2% as measured by the CELDT/ELPAC	The 2017-2018 School Year has been a transition year where our EL students have transitioned to taking the ELPAC test.

Expected	Actual
17-18 Priority 4D: 47% of EL students will make progress towards English proficiency as measured by CELDT/ELPAC	
Metric/Indicator Priority 4E: Our EI reclassification was 13% in 2016-17. MO: Increase redesignation rate by 2% each year. MO: Decrease our long-term EL by 2%. **17-18** Priority 4E: 15% of our EL students will be reclassified. Our long-term EL students will decrease to 63%.	Our English Learner students took the ELPAC test in the Spring 2018. Of our 11 long term 8th grade students, we were able to reclassify 11 of them before they left to go to high school. Our other scores have not been returned yet, but our hope is that we will be able to reclassify more as well.
Metric/Indicator Priority 4F Percentage of students passing AP exam with 3 or higher **17-18** Priority 4F NA	NA
Metric/Indicator Priority 4G Percentage of pupils who participate in and demonstrate college preparedness on EAP or higher **17-18** Priority 4G NA	NA
Metric/Indicator Priority 7A: A broad course of study is offered to all students as well as all core subject areas are taught.	Although we had a position for a music teacher posted the entire year, we were unable to hire a music teacher for the 2017-18 school year. We did continue to provide electives for our 6th-8th students in the following areas: digital literacy, Ag. Science, and AVID.

Expected	Actual
17-18 Priority 7A: Maintain music teacher that provides music instruction K-8. Maintain a variety of electives to 6th-8th grades. Introduce AVID whole school.	
Metric/Indicator Priority 7B: Programs and services for unduplicated pupils. **17-18** Priority 7B: Maintain 100% services offered being based on CCSS. Maintain intervention and the use of data, analyzed during PLC time to help those with highest need. (K-5 Lexia, 3-8 ALEKS, Read Naturally)	Based on assessment data and quarterly CBM, 100% of students are placed in a fluid intervention class to help them make progress towards ELA or math.
Metric/Indicator Priority 7C: Programs and services for pupils with exceptional needs. **17-18** Priority 7C: Maintain our programs and services that are currently offered to all students including students with exceptional needs.	100% of students with exceptional needs have access to all programs which include AVID, AG Science, Digital Literacy and all of our sports programs.
Metric/Indicator Priority 8A: All 3rd grade students reading at or above grade level by the end of the year as measured by our CBM data. **17-18** Priority 8A: 55% of 3rd graders read at or above grade level according to end of the year CBM data (STAR assessment).	48% of our 3rd graders are currently reading at grade level at the end of the school year as measured by STAR assessment data.

Expected	Actual
Metric/Indicator Priority 8B: All 5th graders reading at or above grade level by the end of the year as measured by our CBM data. **17-18** Priority 8B: 25% of 5th graders read at or above grade level according to end of the year CBM data (STAR assessment).	52% of our 5th graders are currently reading at grade level at the end of the school year as measured by STAR assessment data.
Metric/Indicator Priority 8C: All of our 8th graders meet or exceed grade level standards in math by the end of the year as measured by our CBM data and CAASPP data. **17-18** Priority 8C: 85% of 8th graders will met or exceed grade level standards based on the CFA data. Also 45% of 8th grade students will met or exceed grade level according to the CAASPP testing.	59% of 8th graders have met or exceeded grade level standards based on the CFA data. Also 12% of the 8th grade students met or exceeded grade level according to the CAASPP testing.
Metric/Indicator Priority 8D: Increase rate of physical fitness by 1% each year in each subtest in grades 5 and 7 as evidenced in Physical Fitness Results. **17-18** Priority 8D: Aerobic Capacity 5th grade –32.8%, 7th grade—36.7%; Body Composition: 5th grade –37.4%, 7th grade—40.3%; Abdominal Strength: 5th grade—96.5%, 7th grade 18.9%; Trunk Extension Strength: maintain 5th grade – 100%, 7th grade 100%; Upper Body Strength: 5th grade – 46.5%, 7th grade—40.3%; Flexibility: 5th grade – 60.1, 7th grade—22.4%	2017-2018: Aerobic Capacity: 5th grade- 48%, 7th grade - 58.6%; Body Composition: 5th grade - 40% , 7th grade 41.4 %; Abdominal Strength: 5th grade - 68%, 7th grade - 62.1%; Trunk Extension Strength: 5th grade - 76%, 7th grade - 31%; Upper Body Strength: 5th grade - 48%, 7th grade - 37.9%; Flexibility: 5th grade - 76%, 7th grade - 69%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The district will continue to hire Highly Qualified Teachers to provide instruction. (Schoolwide) Semitropic will work with KCSOS and providing BTSA for new staff. In addition, current/relevant PD will be provided to ensure growth as a professional for all staff	The district hired Highly Qualified teachers, 4 of which were a part of the BTSA program and attended PD that was relevant to serving our unduplicated students.	KCSOS BTSA 5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration $10,950	BTSA 5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration $10,950
		3000-3999: Employee Benefits Base $1,176	
		ACSA leadership Summit Supplemental / Concentration $2,334	ACSA leadership summit (conference cost plus room) 5000-5999: Services And Other Operating Expenditures Supplemental / Concentration $2000
		Supt. Symposium Supplemental / Concentration $1,000	Supt. Symposium Attended (conference cost plus room) 5000-5999: Services And Other Operating Expenditures Supplemental / Concentration $1,400
		SSDA Annual Conference Supplemental / Concentration $500	SSDA Annual Conference (conference cost plus room) 5000-5999: Services And Other Operating Expenditures Supplemental / Concentration $500
		ACSA Superintendent Academy Supplemental / Concentration $1465	
		Women in Leadership Conference Supplemental / Concentration $1500	Women in Leadership Conference (Did not Attend) $0

		August PD workshop for teachers Supplemental / Concentration $1000	August PD workshop for teachers (time plus supplies) 4000-4999: Books And Supplies Supplemental / Concentration $2000
		1000-1999: Certificated Personnel Salaries	Teacher time for PD in summer 1000-1999: Certificated Personnel Salaries Supplemental / Concentration $2000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
100% of pupils will have sufficient access to the standards-aligned materials as evidenced in our William's Report.	100% of students had access to standards-aligned materials as evidenced in William's Report.	4000-4999: Books And Supplies Base $15,000	4000-4999: Books And Supplies Base $10,000
		4000-4999: Books And Supplies Title I $5,000	Materials 4000-4999: Books And Supplies Title I $5000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School facilities are maintained in good repair as indicated on our William's FT Report.	William's FT Report returned in good repair.	6000-6999: Capital Outlay Base $10,000	
		5800: Professional/Consulting Services And Operating Expenditures Base $10,000	

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers and Staff will use the RtI model to provide Tier I, II, and III interventions for students struggling in math and ELA. (schoolwide)	Teachers and staff used RTI to provide Tier I, II, and III intervention for unduplicated students struggling in ELA and Math schoolwide	1000-1999: Certificated Personnel Salaries Title I $600	Classified staff extra duty 1000-1999: Certificated Personnel Salaries Title I $600

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Quarterly CBM data meetings to monitor student progress • Instructional aides to assist in Tier II interventions • Purchase STAR, Lexia, Nex Gen math for all student and ALEKS for 3rd-8th student.	• Quarterly CBM data was collected and monitored • Instructional aides were used to assist in Tier II interventions. • Purchased STAR, Lexia, Nex Gen math for all students and ALEKs for K-8th students.	2000-2999: Classified Personnel Salaries Supplemental / Concentration $50,634	Classified Salaries (assistants and noon-aides) 2000-2999: Classified Personnel Salaries Supplemental / Concentration $50,634
		5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration $4000	Operating expense of programs such as STAR, Next Gen, Lexia, ALEKs 5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration $4000

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
An intervention teacher will be provided for struggling students who are struggling in reading and math. Priority will be for students in primary grades and students who are English learners.	Intervention teacher provided students who were struggling in ELA and Math. Priority was given to unduplicated students in primary grades and students who are English Learners.	1000-1999: Certificated Personnel Salaries Title I $12,000	Intervention Teacher 1000-1999: Certificated Personnel Salaries Title I $12,000
		1000-1999: Certificated Personnel Salaries Supplemental / Concentration $48,500	Intervention teacher 1000-1999: Certificated Personnel Salaries Supplemental / Concentration $48,500

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The Program Coordinator will continue to support teachers and students in various programs offered on campus. Will serve as a mentor for the Kern Rural Teacher Residency Program (KRTR), master teachers and teacher candidates.	The Program Coordinator supported teachers in various programs on campus. The PC served as a mentor teacher to our KRTR program. In addition, the PC provided a valuable resource for PD on rolling out ELPAC this year for staff.	1000-1999: Certificated Personnel Salaries Supplemental / Concentration $101,000	Program Coordinator 1000-1999: Certificated Personnel Salaries Supplemental / Concentration $101,000

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
KRTR Grant with CSUB: provides three master teachers with teacher candidates on site for the entire school year to provide co-teaching strategies to the students. (schoolwide)	Three master teachers had three CSUB students co-teaching with them throughout the year providing invaluable strategies.	KRTR Grant 1000-1999: Certificated Personnel Salaries $3,528	KRTR Grant (no cost to school CSUB grant pays) 1000-1999: Certificated Personnel Salaries

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Update technology for teachers and student use • Purchase replacement Chromebook 6th-8th grades • Purchase replacement Chromebooks 3rd-5th grades • Purchase Chromebooks with charging station grades K-2 (8 chrome books in each room to start) • Purchase replacement/updated teacher computers • Purchase replacement/updated office computers • Contract with technology company for IT person one day per week to be on-site to handle issues, repair/replace/maintain equipment, and troubleshoot.	Updated technology for teachers and student use: • Purchased and replaced needed 6th-8th Chrome books • Replaced 3rd-5th Chrome books • Purchased Chrome books and charging stations for grades K-2nd (20) • Replaced/updated teacher computers • Replaced updated Office computers • Contracted for tech IT person one day a week on site to handle repair/replace/maintain and troubleshoot. • Replaced SMART board lamps and projectors	4000-4999: Books And Supplies Supplemental / Concentration $55,000 5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration $17,000	Update technology for teachers and students (teacher computer & student devices) 4000-4999: Books And Supplies Supplemental / Concentration $55,000 IT support 5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration $17,000

- Replace out of date projectors and lamps on SMART boards
- Open PO for Wi-Fi/tech troubleshooting and updates

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
90% of the time teachers will implement CCSS in the classroom as observed during admin observations and lesson plans. 10% of the time, teachers are engaging students in performance-based tasks as observed during admin observations and/or lesson plans.	- 87% of the time teachers implemented CCSS in the classroom as observed during admin walk through and lesson plan checks. 5% of the time, teachers are engaging students in performance based task as observed during admin observations.	No Cost $0	No Cost $0

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The technology teacher on special assignment will work with teachers to provide professional development in the area of technology. Providing teachers the latest strategies that are useful for implementing 21st century learning. In addition, the technology will provide one-on-one mentoring to teachers in the area for technological student engagement.	The TOSA worked with our teachers on PD that was principally aimed at our unduplicated students and providing technology to them in a meaningful engaging way. In addition, our TOSA worked on-on-one mentoring teachers in technology.	5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration $49,856	MOU TOSA Technology teacher (split with RGB) 5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration $49,856

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain 100% EL students getting access to CCSS and ELD standards. Maintain 100% EL students getting additional 30 minutes of ELD instruction daily.	100% of our EL students had access to CCSS and ELD standards as observed through admin observations and lesson plan checks. In addition, 100% of EL students received at minimum 30 minutes of ELD instruction daily.	1000-1999: Certificated Personnel Salaries Supplemental / Concentration $72,000	1000-1999: Certificated Personnel Salaries Supplemental / Concentration $72,000

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Train Program Coordinator and support staff on testing procedures so that EL students will make progress towards English proficiency as measured by CELDT/ELPAC.	The Program Coordinator and support staff were trained on testing procedures for ELPAC and in turn our PC trained our whole staff on the difference between CELDT and ELPAC.	5000-5999: Services And Other Operating Expenditures Title III $500	Attend training for ELPAC (staff) 5000-5999: Services And Other Operating Expenditures Title III $500

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain music teacher that provides music instruction K-8. Maintain a variety of electives to 6th-8th grades. Introduce AVID whole school.	While we had a music teacher position posted for the entire year, we were unable to fill the position with a qualified person. However, we continued to offer electives to our 6th-8th grade students.	AVID annual contract 5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration $8,241	AVID contract 5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration $8241
		AVID summer institute 5000-5999: Services And Other Operating Expenditures Supplemental / Concentration $3,641	AVID summer institute (conference & rooms) 5000-5999: Services And Other Operating Expenditures Supplemental / Concentration $4641

		AVID contract KCSOS for local support 5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration $4,324	AVID contract for local support 5000-5999: Services And Other Operating Expenditures Supplemental / Concentration $3824
		Music Teacher salary 1000-1999: Certificated Personnel Salaries Supplemental / Concentration $73,000	Music Teacher Salary (none hired) 1000-1999: Certificated Personnel Salaries Supplemental / Concentration $0
		PD as needed 1000-1999: Certificated Personnel Salaries Supplemental / Concentration $20,000	PD (WFTB, Summer institute, EDI, EWRT, ELD...) 1000-1999: Certificated Personnel Salaries Supplemental / Concentration $15,540

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
100% usage of Thinking Maps K-8th grades (refresher training needed) Write From the Beginning Training (Narrative writing refresher and Expository writing)	75% of teachers used Thinking Maps on a regular basis in the classroom. 81% of the teachers attended the refresher training that was offered. Write from the Beginning is being used 70% of the time in the classroom. 75% of the teachers attended the training provided for WFTB.	1000-1999: Certificated Personnel Salaries Supplemental / Concentration $1000	Training (WFTB and TM) 1000-1999: Certificated Personnel Salaries Supplemental / Concentration $1000
		4000-4999: Books And Supplies Supplemental / Concentration $3000	Material (TM and WFTB) 4000-4999: Books And Supplies Supplemental / Concentration $1500

Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PD CDE Physical Fitness Testing collaboration with teachers, to ensure teachers giving the test or administering the test properly.	The PC provided PD on the PFT in order to ensure teachers administering the test were doing so properly.	4000-4999: Books And Supplies Supplemental / Concentration $1000	PE supplies 4000-4999: Books And Supplies Supplemental / Concentration $1000

Scale and BMI calculator Physical Fitness Equipment	Physical Fitness Equipment was purchased to ensure that all unduplicated students had access to equipment during Physical education.	4000-4999: Books And Supplies Supplemental / Concentration $500	PE supplies 4000-4999: Books And Supplies Supplemental / Concentration $500

Analysis

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

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

The overall actions and services for this goal were implemented as planned with a few exception. Students and Teachers received updated/replacement computers, therefore all students are 1 to 1 now. The continued implementation of Thinking Maps and write from the Beginning has increased the rigor across all curricular areas. What we laid out as part of our implementation plan, was followed closely by staff to ensure success of our students.

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

Actions and services for this goal were effective due to the data collected showing:
- Students have access to material
- 100% of EL students getting additional time (30 min) for ELD instruction
- A high percentage of CCSS instruction taking place in the classroom on a daily basis
- A broad course of study offered including music, digital literacy, AG Science, and AVID
- We are making growth toward our goal of 8th graders on level for math when they graduate
- We are making growth toward our goal of 3rd and 5th graders being on grade level for readin

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences that occurred were due to the fact that we were unable to fill the posted position for a music teacher. We had the position for Music teacher posted for the entire year, however, we did not get any interested or qualified applicants.

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.

We made a change to our K-2 students usage in the programs ALEKS and STAR literacy. Due to the fact we added them we had an increase in cost. However, this increase allowed teachers to better evaluate students math and reading skills.

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

Build a safe environment that promotes character development and provides safe facilities for learning.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 6A: Pupil suspension rate. **17-18** Maintain less than 1%.	Semitropic maintained less than 1% suspension rate in 2017-18 school year.
Metric/Indicator Priority 6B: 0% of students expelled **17-18** Maintain 0% students expelled.	Semitropic maintained 0% of students expelled in 2017-18 school year.
Metric/Indicator Priority 6C: Other local measures on sense of safety and school connectedness.	A survey was given to all parents and 3rd-8th grade students regarding their sense of school connectedness and feeling of safeness while at Semitropic. When students were asked if they felt safe at school, 79% agreed/strongly agreed. When asking parents if their child felt safe at school, 83% agreed/strongly agreed.

	Expected	Actual

Expected	Actual
17-18 Improve of sense of safety and school connectedness based on baseline data.	When students were asked if they had an adult at school who cared about them, 89% agreed/strongly agreed. When asking parents if their child had an adult they could talk to at school, 90% agreed/strongly agreed. When students were asked if they were "Happy" at school, 78% agreed/strongly agreed. When asking parents if their child was "happy" at school, 85% agreed/strongly agreed.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The district will continue to implement PBIS to reduce suspensions and expulsions by 50% • Staff training/review in Tier I, II, and III • District will continue to use SWIS to track referrals • Provide Noon Aides during recess times	The district implemented PBIS to reduce suspensions K-8 • We conducted in house training to review Teir I, II, and III • District tracked referrals through monthly PBIS meetings • Provided Noon Aides during recess times for supervision	5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration $750 2000-2999: Classified Personnel Salaries Supplemental / Concentration $22,366	SWIS operating expense 5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration $750 Classified staff (assistants & noon-aides) 2000-2999: Classified Personnel Salaries Supplemental / Concentration $22,366

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The district will hire an Americorp person to work with students and parents who need additional support for behavior interventions and attendance support.	The district hired an Americorp person contracted through KCSOS who worked principally with our unduplicated student and parents who needed additional support for	5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration $15,000	Americorp person 5000-5999: Services And Other Operating Expenditures Supplemental / Concentration $15,000

	behavior interventions and attendance support.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The district will incorporate the California Healthy Kids Survey to give to all 5th and 7th grade students, parents, staff (classified and certificated) to accurately gauge school climate.	The district conducted a survey k-8th, parents and staff to gauge school climate	5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration $1000	Used Google Forms to collect data from students, parents, and staff 5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration $0

Analysis

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

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

Overall the actions and services for this goal were implemented as planned with few exceptions. We had school wide incentives for students who were ROARing (PBIS). Monthly, we held "Wildcat days" to recognize those with good attendance. In addition, we had weekly ROAR incentive activities that students were able to cash in ROAR tickets to participate in. Students earned ROAR tickets by showing positive behavior. Our PBIS team met monthly to analyze the SWIS data to see trends and anticipate issues. We also planned positive activities for the student body with student body representatives.

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

Actions and services for this goal were effective due to the data collected showing:
- Our daily average office referral was reduced, meeting our targeted goal.
- We maintained 0% of students being expelled from school.
- We surveyed all stakeholders on the effectiveness of PBID program and the culture of the campus.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material difference between budgeted and actual came in the form of student incentives. Some of the incentives that the students requested may have had a cost higher than what was originally budgeted, but worth the positive behavior outcome. Some of those changes were field trips (i.e. Science Center, Farm day at the Fair, CALM..), incentive activities (pieing a teacher/staff member), Dances (middle school dance), and incentive prizes (prize give away).

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

The most significant change to actions in this goal came in the type of survey that was conducted on site. Instead of limiting to our 5th and 7th grade students, we conduced our survey to all students. In addition, we developed a survey with the help of our KCSOS Management Analyst to help properly assess the climate of our school. In doing so we did not have the cost of the CHKS.

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

Create positive relationships with our students, parents, and community members.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 3A: Efforts to seek input in making decision for the district/school. **17-18** Priority 3A: 85% of parents attend parent teacher conferences per year as measured by sign-in sheets. Communication through Parent Square, Facebook, Instagram, Twitter, Website, and mailings.	90% of parents attended parent teacher conferences in October as measured by sign-in sheets. Continued communication through Parent Square, Facebook, Instagram, Twitter, Snapchat, and Website.
Metric/Indicator Priority 3B: How district promotes participation of parents for unduplicated students.	This year we had 90% of our parents attend conferences. We continue to use a variety of apps to communicate with parents (i.e. Parent Square English/Spanish, Facebook, Instagram, Twitter, and Snapchat) current events and upcoming events. According to our data, our two largest Apps for connecting with parents this year have been Parent Square and Facebook, we have 98% of our families connected to Parent Square, and we have 154 followers on Facebook.

Expected	Actual
17-18 Priority 3B: Maintain using a variety of apps to encourage parent input. Increase rate of unduplicated parent participation from baseline.	
Metric/Indicator Priority 3C: District promotes participation of parents for pupils with exceptional needs. **17-18** Priority 3C: Maintain 100% parent attendance at IEP meetings for students who have IEPs or 504 plans.	District/School had 100% of parents of students with IEP attend meetings scheduled for their child.
Metric/Indicator Priority 5A: Student attendance rates increased in 2015-16 to 96.3%. **17-18** Priority 5A: Increase attendance rate by 1% each year.	Attendance rate for 2017-18 was 97.2%
Metric/Indicator Priority 5B: Chronic absenteeism rates are 0.09% **17-18** Priority 5B: Maintain low chronic absenteeism rate.	Chronic absenteeism rat in 2017-18 was 0.02%
Metric/Indicator Priority 5C: Middle school dropout rates **17-18** Priority 5C: Maintain 0% middle school dropout rate	0% middle school dropout rate in 2017-18

	Expected	Actual
	Metric/Indicator Priority 5D: High school dropout rates **17-18** Priority 5D: NA	NA
	Metric/Indicator Priority 5E: High school graduation rate **17-18** Priority 5E: NA	NA

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
Student attendance • Superintendent/principal will continue to send home attendance letters twice a month and meet with the parents of students who have received the second attendance letter. • Superintendent/Principal will refer parents to the Delano PD when their students have accumulated 10	Student attendance • Superintendent/principal sent home attendance letters twice a month and meet with the parents of students who have received the second attendance letter. • Superintendent/Principal referedparents to the Delano PD when their students have accumulated 10 unexcused absences or	4000-4999: Books And Supplies Lottery $2,000	4000-4999: Books And Supplies Lottery $2,000

- unexcused absences or tardies or a combination of unexcused absences or tardies.
- Students who have a monthly perfect attendance rate of 88% will be invited to attend a Wildcat Activity each month.
- Students who have 100% perfect attendance each quarter will receive recognition.
- Teachers can award students who have weekly perfect attendance with ROAR tickets.

- tardies or a combination of unexcused absences or tardies.
- Students who had a monthly perfect attendance rate of 88% were invited to attended a Wildcat Activity each month.
- Students who had 100% perfect attendance each quarter recieved recognition at quarterly
- Teachers awarded students who had weekly perfect attendance with ROAR tickets.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent Engagement: • Superintendent/Principal will utilize social media and technology to notify parents of school events on campus via Parent Square (messages sent in both English and Spanish), Facebook, Twitter, and Instagram • Hold two family nights per year: math in the fall and Reading in the Spring • Student incentives will be given to individual students and classrooms	Parent Engagement: • Superintendent/Principal used social media and technology to notify parents of school events on campus via Parent Square (messages sent in both English and Spanish), Facebook, Twitter, and Instagram • Held a Math Family night in the Spring • Student incentives were given to individual students and classrooms who had the greatest	5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration $1000	5000-5999: Services And Other Operating Expenditures Supplemental / Concentration $1000
		5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration $250	5800: Professional/Consulting Services And Operating Expenditures Supplemental / Concentration $250
		4000-4999: Books And Supplies Lottery $1000	4000-4999: Books And Supplies Lottery $1000
		4000-4999: Books And Supplies Base $354	4000-4999: Books And Supplies Base $354

who have the greatest percentage of parents attend a school event. • Refreshments and/or child care will be provided at events. • Plan quarterly family picnic days • Plan muffin for mom day and donuts for dad day • Send monthly newsletters "Home & School Connection"	percentage of parents attend a school event. • Refreshments and/or child care were provided at events. • There were quarterly family picnic days • We had 2 planned "pastries with parents" mornings • Sent monthly newsletters "Home & School Connection"

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Student Engagement: • Classrooms will use Whole Brain Teaching Strategies to engage students in the learning process. • Continue to use Accelerated Reader as a reading incentive. • Teachers will continue to utilize Class Dojo to incentivize student engagement in the classroom. • Staff members will use ROAR tickets to "pay" for ROAR activities. • Teachers will use technology in the classroom to create lessons and activities	Student Engagement: • Several Classrooms used Whole Brain Teaching Strategies to engage students in the learning process. • Continued to use Accelerated Reader as a reading incentive. • Teachers continued to utilize Class Dojo to incentivize student engagement in the classroom. • Staff members used ROAR tickets to "pay" for ROAR activities. • Teachers used technology in the classroom to create lessons and activities	5800: Professional/Consulting Services And Operating Expenditures Lottery $1,375 4000-4999: Books And Supplies Base $4,500 4000-4999: Books And Supplies Lottery $3,000	5800: Professional/Consulting Services And Operating Expenditures Lottery $1375 4000-4999: Books And Supplies Base 4500 4000-4999: Books And Supplies Lottery 3000

that engage all student in the learning process. • Purchase sports equipment for students to use during recess, PE and Wildcat Day. • Upgrade student technology devices and increase student technology use.	that engage all student in the learning process. • Purchased sports equipment for students to use during recess, PE and Wildcat Day. • Upgraded student technology devices and increase student technology use.

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.

Our implementation was consistent. We worked to increase different ways to communicate with parents and students outside of school. In addition, we worked to have more positive interactions at school with students and family members. We implemented a monthly news letter to that went home to parents that gave helpful tips for parents to help their children with school. We also, created a parent info center in the front office for parent resources to be available to parents as they visited the school.

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

Every school/district has room to grown in the area of building positive relationship. Our goal this year was to get our story out there to parents and community. With the increased social media avenues for communication we believed it helped parents to make connections with the new faces we had on campus.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were slight differences in budgeted monies and expenditures. The majority of expenses were put to use for student incentives and parent/home communication tools.

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

The district was able to provide more positive interaction with family and students. With the continued implementation of PBIS we have higher attendance rate and lower rate of referrals per day. However, we need to have in place a more comprehensive survey that will

address the positive culture from all areas. Therefore, next year we will provide a more comprehensive survey in place to address all areas

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?

Semitropic School District actively seeks stakeholder engagement and realizes stakeholder engagement is an integral part of developing an effective plan. Semitropic uses a variety of meetings and activities to involve stakeholders in the LCAP process including the discussion and review of goals, district data as well as proposed actions and services. The district consulted with all stakeholders during the planning process for this LCAP review and analysis. Monthly, the Superintendent met with the school site leadership team teachers to discuss the LCAP goals. At each meeting we would see where we were in terms of growth/movement/meeting our goals. Each grade level leader would meet with their team each month to discuss the grade spans focus and how that relates to the LCAP goals. The site teachers and administrator would meet monthly to discuss data and its significance to the district LCAP. Monthly the Superintendent would meet with the school site PBIS team to discuss the school sites PBIS progress. We looked at the data and how it pertained to the LCAP and out over arching goal. We then looked at how the positive incentives we currently have in place, such as Wildcat days, are affecting our attendance, if at all. In addition, the Superintendent meets monthly with the MOT director to discuss the facilities and the needs. A list is generated of needs and a comparison is made to our LCAP to ensure we maintain a safe and secure site. Superintendent did not have any DAC/DELAC questions or comments to respond to in writing. Furthermore, parent meetings have been completed (i.e. Math night in the Fall, parent conferences in October, Back to school night in September, Open House in May, Literacy Night in the Spring, SSC). At these meetings, parents were given information on CCSS, LCFF and LCAP. In addition, parents were given the opportunity to fill out surveys giving input on what they would like to see in their child's classroom. There have also been more informal times that parents have been invited on campus (i.e. Pastries with parents and Family Picnic Day(s)) where the Superintendent met with parents one-on-one and discussed items they would like to see for improvement or areas they felt Semitropic was doing well in. The Superintendent also met with student leadership members twice this year to get direct feedback from them on what they feel would improve our district. In addition, the Superintendent reviewed the LCAP goals with the students so they could have an understanding of the district's plan. The students grades three through eight, were also given a survey to complete asking for their input. Finally, through our monthly board meetings, the board and the Superintendent take public comments where members of the public are invited to give input to ways we can improve our LCAP process. On June 7th, a draft of the LCAP plan was presented allowing all stakeholders to pose questions, comments or concerns prior to finalizing the LCAP for the 2018-19 school year.

Impact on LCAP and Annual Update

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

Through the collaboration of all stakeholders, the input was taken into consideration when developing Semitropic's LCAP for the upcoming year. It allowed us to see areas that we needed to continue our focus and allowed us to see where we are doing well. Through the feedback that was received we were able to lay out a plan similar to our 2017-2018 LCAP plan with minor changes.The largest area of change the board and all stakeholders would like to see somehow come to fruition, it to be able to make Semitropic a closed campus by fencing off the campus and making it so there is only one point of entrance for visitors. As a team we will continue to work and develop a plan to make this happen, as student safety is our top priority. All stakeholders believed we should keep the goals that were in place for the 2017-18 school year and strive to make needed growth. It is believed that the reason for slight and not drastic changes is due to the fact that through the LCAP process for the last few years our stakeholders have been very vocal and part of the process. Therefore, with everyone having input, there are no questions or concerns when it comes to moving forward.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 1

Achieve academic rigor that increases student proficiency in all core subjects using 21st century skills: critical thinking, communication, collaboration, and creativity.

State and/or Local Priorities addressed by this goal:

State Priorities:
Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Our population of students are made up of students who largely are not exposed to pre-school. These students are from families that live in poverty, many of them are field workers.These unduplicated students need the barriers removed from their education and they need to be exposed to lower class sizes and technology (i.e. computers), and higher quality teachers who have high quality PD so they can have the same advantages, when they get older, that their peers have. Our goal is to increase student achievement in all core areas by 9% as measured by benchmark and CAASPP data by 2019. Therefore, student achievement will increase by 3% as measured by the CAASSP each year for the next three years in all core areas.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1A: The district will continue to hire Highly Qualified	Priority 1A: 92% of our teachers are highly qualified and appropriately assigned.	Priority 1A: 94% fully credentialed and appropriately assigned.	Priority 1A: 100% fully credentialed and appropriately assigned.	Priority 1A: 100% fully credentialed and appropriately assigned.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teachers to provide instruction. (Schoolwide)				
Priority 1B: 100% of pupils have sufficient access to the standards-aligned materials as evidenced in our William's report.	Priority 1B: 100% of pupils have sufficient access to the standards-aligned materials as evidenced in our William's Report.	Priority 1B: Maintain 100% of students having standards-aligned materials.	Priority 1B: Maintain 100% of students having standards-aligned materials.	Priority 1B: Maintain 100% of students having standards-aligned materials.
Priority 1C: School facilities are maintained in good repair as indicated on our William's FIT Report	Priority 1C: All facilities continue to have an overall rating of "good" as indicated on the FIT report.	Priority 1C: Maintain all facilities rating of "good" as reported on the FIT.	Priority 1C: Maintain all facilities rating of "good" as reported on the FIT.	Priority 1C: Maintain all facilities rating of "good" as reported on the FIT.
Priority 2A: Teachers fully implement state adopted academic content and performance standards as evidenced in classroom observation data. MO: Increase the amount of performance-based tasks requiring students to engage in critical thinking, communication, collaboration, and creativity in all classrooms by 5% as evidenced in walk through observations.	Priority 2A: Teachers have implemented academic standards in their classrooms 85% of the time as evidenced in classroom observation data. 15% of the observation data showed time spent on reteach and/or small group instruction. Little to no classroom data was gathered observing students engaging in performance-based tasks. However, as evidenced by PLC discussions/planning days and end products,	Priority 2A: 90% of the time teachers are implementing CCSS in the classroom as observed during admin observations and lesson plans. 10% of the time, teachers are engaging students in performance-based tasks as observed during admin observations and/or lesson plans.	Priority 2A: 95% of the time teachers are implementing CCSS in the classroom as observed during admin observations and lesson plans. 15% of the time, teachers are engaging students in performance-based tasks as observed during admin observations and/or lesson plans.	Priority 2A: 100% of the time teachers are implementing CCSS in the classroom as observed during admin observations and lesson plans. 25% of the time, teachers are engaging students in performance-based tasks as observed during admin observations and/or lesson plans.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	performance-based tasks were taking place across grade levels.			
Priority 2B: Programs offered to all students, particularly our EL student population, enable 100% of students to access the CCSS and the ELD standards for the purpose of gaining academic content knowledge and English Language Proficiency. EL students are provided an additional 30-40 minutes daily of ELD instruction, in addition to being provided ELA intervention based on assessment data. MO: ELD standards will be implemented in class for integrated instruction daily and additional 30-40 minutes of instruction daily for designated instruction as evidenced in lesson plans.	Priority 2B: We have 100% of our El students getting access to the CCSS and ELD standards. Each grade level provides an additional 30 minutes of ELD instruction is monitored through lesson plan checks and admin walk through during those times. Intervention priority is provided to our El students whose data shows are in the highest need. This year we have redesignated 13% of our EL students.	Priority 2B: Maintain 100% EL students getting access to CCSS and ELD standards. Maintain 100% EL students getting additional 30 minutes of ELD instruction daily	Priority 2B: Maintain 100% EL students getting access to CCSS and ELD standards. Maintain 100% EL students getting additional 30 minutes of ELD instruction daily	Priority 2B: Maintain 100% EL students getting access to CCSS and ELD standards. Maintain 100% EL students getting additional 30 minutes of ELD instruction daily
Priority 4A: State Assessments	Priority 4A: 2015-16 CAASPP results, 25% of our	Priority 4A: Increase number of students who meet or	Priority 4A: Increase number of students who meet or	Priority 4A: Increase number of students who meet or

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	students met or exceeded standards in math and 20% met or exceeded standards in ELA. Looking at subgroups; Hispanics had a growth of 8.2 points, SES growth of 7.8 points, EL growth of 3.3 points, and sped growth of 26.7 points in ELA. For math, the subgroups showed the following: EL had a decline of 2.2 points, SES a growth of 4.4 points, Hispanics maintained and sped growth of 38.1 points.	exceed standards by 3% in math and ELA as measured by CAASPP.	exceed standards by 6% in math and ELA as measured by CAASPP.	exceed standards by 10% in math and ELA as measured by CAASPP.
Priority 4B: Academic Performance Index	Priority 4B: API-NA	Priority 4B: NA	Priority 4B: NA	Priority 4B: NA
Priority 4C: Percentage of pupils completing a-g or CTE sequences/programs.	Priority 4C: US or CSU Requirements – NA	Priority 4C: NA	Priority 4C: NA	Priority 4C: NA
Priority 4D: The percentage of EL pupils who made progress towards English proficiency as measured by the CELDT is 45%. MO:	Priority 4D: 45% of EL students made progress towards English proficiency as measured by CELDT/ELPAC.	Priority 4D: 47% of EL students will make progress towards English proficiency as measured by CELDT/ELPAC	Priority 4D: 50% of EL students will make progress towards English proficiency as measured by CELDT/ELPAC	Priority 4D: 52% of EL students will make progress towards English proficiency as measured by CELDT/ELPAC

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase the percentage of EL pupils who made progress towards English proficiency by 2% as measured by the CELDT/ELPAC				
Priority 4E: Our El reclassification was 13% in 2016-17. MO: Increase redesignation rate by 2% each year. MO: Decrease our long-term EL by 2%.	Priority 4E: 19 of our 151 (13%) of our English Learners were reclassified 2016-17. 65% of our English Learners are classified "long-term."	Priority 4E: 15% of our EL students will be reclassified. Our long-term EL students will decrease to 63%.	Priority 4E: 18% of our EL students will be reclassified. Our long-term EL students will decrease to 60%.	Priority 4E: 20% of our EL students will be reclassified. Our long-term EL students will decrease to 55%.
Priority 4F Percentage of students passing AP exam with 3 or higher	Priority 4F NA	Priority 4F NA	Priority 4F NA	Priority 4F NA
Priority 4G Percentage of pupils who participate in and demonstrate college preparedness on EAP or higher	Priority 4G NA	Priority 4G NA	Priority 4G NA	Priority 4G NA
Priority 7A: A broad course of study is offered to all students as well as all core subject areas are taught.	Priority 7A: We have a music teacher that pushes into K-5th grades to provide music instruction. In addition, the teacher pulls out 6th-8th for	Priority 7A: Maintain music teacher that provides music instruction K-8. Maintain a variety of electives to 6th-8th grades.	Priority 7A: Maintain music teacher that provides music instruction K-8. Maintain a variety of electives to 6th-8th grades. Maintain AVID schoolwide.	Priority 7A: Maintain music teacher that provides music instruction K-8. Maintain a variety of electives to 6th-8th grades. Maintain AVID schoolwide.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	elective. We also have the following electives for our 6th-8th students: digital literacy, Ag. Science, and AVID.	Introduce AVID whole school.		
Priority 7B: Programs and services for unduplicated pupils.	Priority 7B: All programs and services offered are based on CCSS. Cross level teams meet weekly to determine the needs of unduplicated students based on assessment data. Intervention class is fluid for those who make progress will quickly be moved out and replaced with those who are in need of the additional help.	Priority 7B: Maintain 100% services offered being based on CCSS. Maintain intervention and the use of data, analyzed during PLC time to help those with highest need. (K-5 Lexia, 3-8 ALEKS, Read Naturally)	Priority 7B: Maintain 100% services offered being based on CCSS. Maintain intervention and the use of data, analyzed during PLC time to help those with highest need. (K-5 Lexia, 3-8 ALEKS, Read Naturally)	Priority 7B: Maintain 100% services offered being based on CCSS. Maintain intervention and the use of data, analyzed during PLC time to help those with highest need. (K-5 Lexia, 3-8 ALEKS, Read Naturally)
Priority 7C: Programs and services for pupils with exceptional needs.	Priority 7C: All programs and services offered are offered to all students including those with exceptional needs, which include Music, AVID, AG Science, Digital Library and all of our sports programs.	Priority 7C: Maintain our programs and services that are currently offered to all students including students with exceptional needs.	Priority 7C: Maintain our programs and services that are currently offered to all students including students with exceptional needs.	Priority 7C: Maintain our programs and services that are currently offered to all students including students with exceptional needs.
Priority 8A: All 3rd grade students reading at or above	Priority 8A: 52% of 3rd graders are currently reading at	Priority 8A: 55% of 3rd graders read at or above grade level	Priority 8A: 65% of 3rd graders read at or above grade level	Priority 8A: 80% of 3rd graders read at or above grade level

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
grade level by the end of the year as measured by our CBM data.	grade level at the end of the school year as measured by STAR assessment data.	according to end of the year CBM data (STAR assessment).	according to end of the year CBM data (STAR assessment)	by the end of the year according to end of the year CBM data (STAR assessment).
Priority 8B: All 5th graders reading at or above grade level by the end of the year as measured by our CBM data.	Priority 8B: 8% of 5th graders are reading at or above grade level at the end of the year as measured by our CBM data.	Priority 8B: 25% of 5th graders read at or above grade level according to end of the year CBM data (STAR assessment).	Priority 8B: 55% of 5th graders read at or above grade level according to end of the year CBM data (STAR assessment).	Priority 8B: 70% of 5th graders read at or above grade level according to end of the year CBM data (STAR assessment).
Priority 8C: All of our 8th graders meet or exceed grade level standards in math by the end of the year as measured by our CBM data and CAASPP data.	Priority 8C: 79% of our 8th grade students met or exceeded grade level standards based on the last CFA. However, only 35% of our 8th graders met or exceeded grade level standards at the end of the school year according to CAASPP.	Priority 8C: 85% of 8th graders will met or exceed grade level standards based on the CFA data. Also 45% of 8th grade students will met or exceed grade level according to the CAASPP testing.	Priority 8C: 90% of 8th graders will met or exceed grade level standards based on the CFA data. Also 50% of 8th grade students will met or exceed grade level according to the CAASPP testing.	Priority 8C: 90% of 8th graders will met or exceed grade level standards based on the CFA data. Also 55% of 8th grade students will met or exceed grade level according to the CAASPP testing.
Priority 8D: Increase rate of physical fitness by 1% each year in each subtest in grades 5 and 7 as evidenced in Physical Fitness Results.	Priority 8D: 2015-16 Physical Fitness Results: Aerobic Capacity 5th grade – 31.8%, 7th grade— 35.7%; Body Composition: 5th grade –36.4%, 7th grade— 39.3%; Abdominal Strength: 5th grade— 95.5%, 7th grade 17.9%; Trunk Extension	Priority 8D: Aerobic Capacity 5th grade –32.8%, 7th grade—36.7%; Body Composition: 5th grade –37.4%, 7th grade— 40.3%; Abdominal Strength: 5th grade— 96.5%, 7th grade 18.9%; Trunk Extension Strength: maintain 5th grade – 100%, 7th	Priority 8D: Aerobic Capacity 5th grade –33.8%, 7th grade—37.7%; Body Composition: 5th grade –38.4%, 7th grade— 41.3%; Abdominal Strength: 5th grade— 97.5%, 7th grade 19.9%; Trunk Extension Strength: maintain 5th grade – 100%, 7th	Priority 8D: Aerobic Capacity 5th grade –34.8%, 7th grade—38.7%; Body Composition: 5th grade –39.4%, 7th grade— 42.3%; Abdominal Strength: 5th grade— 98.5%, 7th grade 20.9%; Trunk Extension Strength: maintain 5th grade – 100%, 7th

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Strength: 5th grade – 100%, 7th grade 100%; Upper Body Strength: 5th grade – 45.5%, 7th grade—39.3%; Flexibility: 5th grade – 59.1, 7th grade—21.4%	grade 100%; Upper Body Strength: 5th grade – 46.5%, 7th grade—40.3%; Flexibility: 5th grade – 60.1, 7th grade—22.4%	grade 100%; Upper Body Strength: 5th grade – 47.5%, 7th grade—41.3%; Flexibility: 5th grade – 61.1, 7th grade—23.4%	grade 100%; Upper Body Strength: 5th grade – 48.5%, 7th grade—42.3%; Flexibility: 5th grade – 62.1, 7th grade—24.4%

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)

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

[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

Schoolwide

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: Semitropic School

Specific Grade Spans: K-8th grades

[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

Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The district will continue to hire Highly Qualified Teachers to provide instruction. (Schoolwide) Semitropic will work with KCSOS and providing BTSA for new staff. In addition, current/relevant PD will be provided to ensure growth as a professional for all staff	The district will continue to hire Highly Qualified Teachers to provide instruction. (Schoolwide) Semitropic will work with KCSOS and providing BTSA for new staff. In addition, current/relevant PD that is principally directed toward unduplicated learners, will be provided to ensure growth as a professional for all staff so they can better provide instruction to our unduplicated students.	The district will continue to hire Highly Qualified Teachers to provide instruction. (Schoolwide) Semitropic will work with KCSOS and providing BTSA for new staff. In addition, current/relevant PD that is principally directed toward unduplicated learners, will be provided to ensure growth as a professional for all staff so they can better provide instruction to our unduplicated students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,950	$10,950	$10,950
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures KCSOS BTSA	5800: Professional/Consulting Services And Operating Expenditures KCSOS BTSA	5800: Professional/Consulting Services And Operating Expenditures KCSOS BTSA
Amount	$1,176	$1,180	$1,185
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$2,334	$2,334	$2,334
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	ACSA leadership Summit	ACSA leadership Summit	ACSA leadership Summit

Amount	$1,000	$1,000	$1,000
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	Supt. Symposium	Supt. Symposium	Supt. Symposium
Amount	$500	$500	$500
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	SSDA Annual Conference	SSDA Annual Conference	SSDA Annual Conference
Amount	$1465	$1465	$1465
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	ACSA Superintendent Academy	ACSA Superintendent Academy	ACSA Superintendent Academy
Amount	$1500	$1500	$1500
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	Women in Leadership Conference	Women in Leadership Conference	Women in Leadership Conference
Amount	$1000	$1000	$1000
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	August PD workshop for teachers	August PD workshop for teachers	August PD workshop for teachers
Amount			$1500
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

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)

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

All		All Schools
Students with Disabilities		Specific Schools: Semitropic School
		Specific Grade Spans: K-8th grades

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(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]	[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	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
100% of pupils will have sufficient access to the standards-aligned materials as evidenced in our William's Report.	100% of pupils will have sufficient access to the standards-aligned materials as evidenced in our William's Report.	100% of pupils will have sufficient access to the standards-aligned materials as evidenced in our William's Report.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000	$15,000	$15,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	$5,000	$5,000	$5,000
Source	Title I	Title I	Title I
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
Students with Disabilities
Specific Student Groups: K-8th grades

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

All Schools
Specific Schools: Semitropic School
Specific Grade Spans: K-8th grades

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
School facilities are maintained in good repair as indicated on our William's FT Report.	School facilities are maintained in good repair as indicated on our William's FT Report.	School facilities are maintained in good repair as indicated on our William's FT Report.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$10,000	$10,000
Source	Base	Base	Base
Budget Reference	6000-6999: Capital Outlay	6000-6999: Capital Outlay	6000-6999: Capital Outlay

Amount	$10,000		$10,000	$10,000
Source	Base		Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures		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)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide Schoolwide	All Schools Specific Schools: Semitropic School Specific Grade Spans: K-8th grades

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Teachers and Staff will use the RtI model to provide Tier I, II, and III interventions for students struggling in math and ELA. (schoolwide) • Quarterly CBM data meetings to monitor student progress	Teachers and Staff will use the RtI model to provide Tier I, II, and III interventions for our unduplicated students struggling in math and ELA.(K-8th) • Quarterly CBM data meetings to monitor student progress	Teachers and Staff will use the RtI model to provide Tier I, II, and III interventions for unduplicated students struggling in math and ELA(K-8th). • Quarterly CBM data meetings to monitor student progress

- Instructional aides to assist in Tier II interventions
- Purchase STAR, Lexia, Nex Gen math for all student and ALEKS for 3rd-8th student.

- Instructional aides to assist in Tier II interventions
- Purchase STAR, Lexia, and ALEKS for all student

- Instructional aides to assist in Tier II interventions
- Purchase STAR, Lexia, and ALEKS for all student

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$600	$600	$600
Source	Title I	Title I	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$50,634	$50,634	$50,634
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	$4000	$4000	$4000
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools
Specific Schools: Semitropic School
Specific Grade Spans: K-8th grades

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

An intervention teacher will be provided for struggling students who are struggling in reading and math. Priority will be for students in primary grades and students who are English learners.

2018-19 Actions/Services

An intervention teacher will be provided for students who are underperforming in reading and math. Priority will be for students in primary grades and students who are English learners.

2019-20 Actions/Services

An intervention teacher will be provided for students who are underperforming in reading and math. Priority will be for students in primary grades and students who are English learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$12,000	$12,000	$12,000
Source	Title I	Title I	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$48,500	$49,000	$52,000
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 6

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools
Specific Schools: Semitropic School
Specific Grade Spans: K-8th grades

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	2018-19 Actions/Services	2019-20 Actions/Services
The Program Coordinator will continue to support teachers and students in various programs offered on campus. Will serve as a mentor for the Kern Rural Teacher Residency Program (KRTR), master teachers and teacher candidates.	The Program Coordinator will continue to support teachers and students in various programs offered on campus. Will serve as a mentor for the Kern Rural Teacher Residency Program (KRTR), master teachers and teacher candidates. In addition, the Program Coordinator will serve as the testing coordinator for both CAASPP and ELPAC testing school wide. The Program Coordinator will track progress of our under performing EL students as well as our SED students in math and LA using district Benchmarks.	The Program Coordinator will continue to support teachers and students in various programs offered on campus. Will serve as a mentor new teachers on campus. In addition, the Program Coordinator will serve as the testing coordinator for both CAASPP and ELPAC testing school wide. The Program Coordinator will track progress of our under performing EL students as well as our SED students in math and LA using district Benchmarks.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$101,000	$102,000	$103,000
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

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)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All Students with Disabilities	All Schools Specific Schools: Semitropic School Specific Grade Spans: K-8th grades

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]	[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
Unchanged Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
KRTR Grant with CSUB: provides three master teachers with teacher candidates on site for the entire school year to provide	KRTR Grant with CSUB: provides three master teachers with teacher candidates on site for the entire school year to provide	Mentor to new teachers. Testing coordinator for district in all state testing (CAASPP and ELPAC)

| co-teaching strategies to the students. (schoolwide) | co-teaching strategies to the students. (schoolwide) | |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,528	$3,528	$3,528
Source			Supplemental / Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries KRTR Grant	1000-1999: Certificated Personnel Salaries KRTR Grant	1000-1999: Certificated Personnel Salaries

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)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide Schoolwide	All Schools Specific Schools: Semitropic School Specific Grade Spans: K-8th grades

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Update technology for teachers and student use
- Purchase replacement Chromebook 6th-8th grades
- Purchase replacement Chromebooks 3rd-5th grades
- Purchase Chromebooks with charging station grades K-2 (8 chrome books in each room to start)
- Purchase replacement/updated teacher computers
- Purchase replacement/updated office computers
- Contract with technology company for IT person one day per week to be on-site to handle issues, repair/replace/maintain equipment, and troubleshoot.
- Replace out of date projectors and lamps on SMART boards
- Open PO for Wi-Fi/tech troubleshooting and updates

Update technology for teachers and student use
- Purchase replacement Chromebook 6th-8th grades
- Purchase replacement Chromebooks 3rd-5th grades
- Purchase replacement Chromebooks K-2 grade
- Contract with technology company for IT person one day per week to be on-site to handle issues, repair/replace/maintain equipment, and troubleshoot.
- Replace out of date projectors and lamps on SMART boards/or similar product
- Open PO for Wi-Fi/tech troubleshooting and updates

Update technology for teachers and student use
- Purchase replacement Chromebook 6th-8th grades
- Purchase replacement Chromebooks 3rd-5th grades
- Purchase replacement Chromebooks K-2 grades
- Purchase replacement/updated office computers
- Purchase replacement/updated teacher computers
- Contract with technology company for IT person one day per week to be on-site to handle issues, repair/replace/maintain equipment, and troubleshoot.
- Replace out of date projectors and lamps on SMART boards/or similar product
- Open PO for Wi-Fi/tech troubleshooting and updates

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$55,000	$55,000	$55,000
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount	$17,000	$17,000	$17,000
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Action 9

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
Students with Disabilities

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

All Schools
Specific Schools: Semitropic School
Specific Grade Spans: K-8th grades

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	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
90% of the time teachers will implement CCSS in the classroom as observed during admin observations and lesson plans. 10% of the time, teachers are engaging students in performance-based	95% of the time teachers will implement CCSS in the classroom as observed during admin observations and lesson plans. 15% of the time, teachers are engaging students in performance-based	100% of the time teachers will implement CCSS in the classroom as observed during admin observations and lesson plans. 25% of the time, teachers are engaging students in performance-based

tasks as observed during admin observations and/or lesson plans.	tasks as observed during admin observations and/or lesson plans.	tasks as observed during admin observations and/or lesson plans.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0

Action 10

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools
Specific Schools: Semitropic School
Specific Grade Spans: K-8th grades

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The technology teacher on special assignment will work with teachers to provide professional development in the area of technology. Providing teachers the latest strategies that are useful for	The technology teacher on special assignment will work with teachers to provide professional development in the area of technology to help serve our unduplicated students. Providing teachers	The technology teacher on special assignment will work with teachers to provide professional development in the area of technology to help serve our unduplicated students. Providing teachers

implementing 21st century learning. In addition, the technology will provide one-on-one mentoring to teachers in the area for technological student engagement.	the latest strategies that are useful for implementing 21st century learning. In addition, the technology will provide one-on-one mentoring to teachers in the area for technological student engagement.	the latest strategies that are useful for implementing 21st century learning. In addition, the technology will provide one-on-one mentoring to teachers in the area for technological student engagement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$49,856	$50,583	$51,595
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Action 11

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools
Specific Schools: Semitropic School
Specific Grade Spans: K-8th grades

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain 100% EL students getting access to CCSS and ELD standards. Maintain 100% EL students getting additional 30 minutes of ELD instruction daily.	Maintain 100% EL students getting access to CCSS and ELD standards. Maintain 100% EL students getting additional 30 minutes of ELD instruction daily.	Maintain 100% EL students getting access to CCSS and ELD standards. Maintain 100% EL students getting additional 30 minutes of ELD instruction daily.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$72,000	$72,000	$72,000
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 12

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools Specific Schools: Semitropic School Specific Grade Spans: K-8th

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]	[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	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Train Program Coordinator and support staff on testing procedures so that EL students will make progress towards English proficiency as measured by CELDT/ELPAC.	Train Program Coordinator and support staff on testing procedures so that EL students will make progress towards English proficiency as measured by ELPAC.	Train Program Coordinator and support staff on testing procedures so that EL students will make progress towards English proficiency as measured by ELPAC.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$500	$500	$500
Source	Title III	Title III	Title III
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 13

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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	LEA-wide	All Schools
Foster Youth	Schoolwide	Specific Schools: Semitropic school
Low Income		Specific Grade Spans: K-8th grades

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain music teacher that provides music instruction K-8. Maintain a variety of electives to 6th-8th grades. Introduce AVID whole school.	Maintain music teacher that provides music instruction K-8 to principally provide instruction to our unduplicated students. In addition, maintain a variety of electives to 6th-8th grade unduplicated students. Continue to implement AVID whole school.	Maintain music teacher that provides music instruction K-8 to principally provide instruction to our unduplicated students. In addition, maintain a variety of electives to 6th-8th grade unduplicated students. Continue to implement AVID whole school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$8,241	$8,241	$8,241
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures AVID annual contract	5800: Professional/Consulting Services And Operating Expenditures AVID annual contract	5800: Professional/Consulting Services And Operating Expenditures AVID annual contract
Amount	$3,641	$3,641	$3,641
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures AVID summer institute	5000-5999: Services And Other Operating Expenditures AVID summer institute	5000-5999: Services And Other Operating Expenditures AVID summer institute

Amount	$4,324	$4,324	$4,324
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures AVID contract KCSOS for local support	5800: Professional/Consulting Services And Operating Expenditures AVID contract KCSOS for local support	5800: Professional/Consulting Services And Operating Expenditures AVID contract KCSOS for local support
Amount	$73,000	$73,000	$73,000
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Music Teacher salary	1000-1999: Certificated Personnel Salaries Music Teacher salary	1000-1999: Certificated Personnel Salaries Music Teacher salary
Amount	$20,000	$20,000	$20,000
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries PD as needed	1000-1999: Certificated Personnel Salaries PD as needed	1000-1999: Certificated Personnel Salaries PD as needed

Action 14

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

LEA-wide
Schoolwide

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

All Schools
Specific Schools: Semitropic School
Specific Grade Spans: K-8th grades

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
100% usage of Thinking Maps K-8th grades (refresher training needed) Write From the Beginning Training (Narrative writing refresher and Expository writing)	100% usage of Thinking Maps K-8th grades (refresher training needed) Write From the Beginning Training (Narrative writing, Expository writing refresher, and introduce Response to Text) to implement in order help principally serve our unduplicated students with writing across the curriculum.	100% usage of Thinking Maps K-8th grades (refresher training needed) Write From the Beginning Training (Narrative, Expository, Response to Text writing) to implement in order help principally serve our unduplicated students with writing across the curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1000	$1000	$1000
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$3000	$3000	$3000
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 15

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

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

LEA-wide

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

All Schools

Specific Schools: Semitropic School

Specific Grade Spans: K-8th grades

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

PD CDE Physical Fitness Testing collaboration with teachers, to ensure teachers giving the test or administering the test properly.

Scale and BMI calculator

Physical Fitness Equipment

2018-19 Actions/Services

PD CDE Physical Fitness Testing collaboration with teachers, to ensure teachers giving the test or administering the test properly to ensure unduplicated students are getting best instruction and testing possible.

Physical Fitness Equipment

2019-20 Actions/Services

PD CDE Physical Fitness Testing collaboration with teachers, to ensure teachers giving the test or administering the test properly.

Physical Fitness Equipment

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1000	$1000	$1000
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	$500	$500	$500
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
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)

Unchanged Goal

Goal 2

Build a safe environment that promotes character development and provides safe facilities for learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

The rate of suspensions will decrease by 50% as indicated on the School Wide Information System (SWIS). Referral rates will decrease by 50% as indicated on SWIS. The PBIS team will pull monthly behavior reports to determine if this decrease if occurring. The facilities plan will be created and implemented by the Superintendent and Director of MOT according to the timeline outlined in the plan.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 6A: Pupil suspension rate.	In 2016-17, the suspension rate was less than 1%.	Maintain less than 1%.	Maintain less than 1%.	Maintain less than 1%.
Priority 6B: 0% of students expelled	0% of students expelled	Maintain 0% students expelled.	Maintain 0% students expelled.	Maintain 0% students expelled.
Priority 6C: Other local measures on sense of safety and school connectedness.	Establishing survey data for student sense of safety and school connectedness.	Improve of sense of safety and school connectedness based on baseline data.	Improve of sense of safety and school connectedness based on baseline data.	Improve of sense of safety and school connectedness based on baseline data.

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

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

LEA-wide
Schoolwide

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

All Schools
Specific Schools: Semitropic School
Specific Grade Spans: K-8th grades

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The district will continue to implement PBIS to reduce suspensions and expulsions by 50% • Staff training/review in Tier I, II, and III	The district will continue to implement PBIS to reduce suspensions and expulsions by 50% • Staff training/review in Tier I, II, and III	The district will continue to implement PBIS to reduce suspensions and expulsions by 50% • Staff training/review in Tier I, II, and III

• District will continue to use SWIS to track referrals • Provide Noon Aides during recess times	• District will continue to use SWIS to track referrals	• District will continue to use SWIS to track referrals

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$750	$750	$750
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount	$22,366	$22,366	$22,366
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

| English Learners Foster Youth Low Income | LEA-wide Schoolwide | All Schools Specific Schools: Semitropic School Specific Grade Spans: K-8th grades |

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The district will hire an Americorp person to work with students and parents who need additional support for behavior interventions and attendance support.	The district will hire an Americorp person to work with primarily with our unduplicated students and parents who need additional support for behavior interventions and attendance support.	The district will hire an Americorp person to work with primarily with our unduplicated students and parents who need additional support for behavior interventions and attendance support.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000	$15,000	$15,000
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

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

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

LEA-wide
Schoolwide

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

All Schools
Specific Schools: Semitropic School
Specific Grade Spans: K-8th grades

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

The district will incorporate the California Healthy Kids Survey to give to all 5th and 7th grade students, parents, staff (classified and certificated) to accurately gauge school climate.

2018-19 Actions/Services

The district continue to survey all stakeholders (parents, students, and staff) to accurately gauge school connectedness and feeling of safety on campus.

2019-20 Actions/Services

The district continue to survey all stakeholders (parents, students, and staff) to accurately gauge school connectedness and feeling of safety on campus.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1000	$1000	$1000
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 3

Create positive relationships with our students, parents, and community members.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Our population of students are made up of students who largely are not exposed to pre-school. These students are from families that live in poverty, many of them are field workers. Our families of unduplicaed students are busy working and need an easy way to stay connected to our every day happenings. In addition, when on campus we want to be able to create a positive relationship for those families.We want to be able to offer night educational opportunities for unduplicated families to come learn with their students and feel welcome at our school.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3A: Efforts to seek input in making decision for the district/school.	Priority 3A: 80% of parents attend parent teacher conferences per year as measured by sign-in sheets. Communication through Parent Square, Facebook, Instagram,	Priority 3A: 85% of parents attend parent teacher conferences per year as measured by sign-in sheets. Communication through Parent Square, Facebook, Instagram,	Priority 3A: 90% of parents attend parent teacher conferences per year as measured by sign-in sheets. Communication through Parent Square, Facebook, Instagram,	Priority 3A: 95% of parents attend parent teacher conferences per year as measured by sign-in sheets. Communication through Parent Square, Facebook, Instagram,

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Twitter, Website, and mailings.	Twitter, Website, and mailings.	Twitter, Website, and mailings.	Twitter, Website, and mailings.
Priority 3B: How district promotes participation of parents for unduplicated students.	Priority 3B: District/School used a variety of apps to encourage parent input. We had 80% of unduplicated students' parents and families attend parent-teacher conferences.	Priority 3B: Maintain using a variety of apps to encourage parent input. Increase rate of unduplicated parent participation from baseline.	Priority 3B: Maintain using a variety of apps to encourage parent input. Increase rate of unduplicated parent participation from baseline.	Priority 3B: Maintain using a variety of apps to encourage parent input. Increase rate of unduplicated parent participation from baseline.
Priority 3C: District promotes participation of parents for pupils with exceptional needs.	Priority 3C: District/School had 100% of parents of students with IEP attend meetings scheduled for their child.	Priority 3C: Maintain 100% parent attendance at IEP meetings for students who have IEPs or 504 plans.	Priority 3C: Maintain 100% parent attendance at IEP meetings for students who have IEPs or 504 plans.	Priority 3C: Maintain 100% parent attendance at IEP meetings for students who have IEPs or 504 plans.
Priority 5A: Student attendance rates increased in 2015-16 to 96.3%.	Priority 5A: Attendance rate for 2016-17 was 96.5%.	Priority 5A: Increase attendance rate by 1% each year.	Priority 5A: Increase attendance rate by 1% each year.	Priority 5A: Increase attendance rate by 1% each year.
Priority 5B: Chronic absenteeism rates are 0.09%	Priority 5B: Chronic absenteeism rate in 2016-1 was 0.01%	Priority 5B: Maintain low chronic absenteeism rate.	Priority 5B: Maintain low chronic absenteeism rate.	Priority 5B: Maintain low chronic absenteeism rate.
Priority 5C: Middle school dropout rates	Priority 5C: 0% middle school dropout rate	Priority 5C: Maintain 0% middle school dropout rate	Priority 5C: Maintain 0% middle school dropout rate	Priority 5C: Maintain 0% middle school dropout rate

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 5D: High school dropout rates	Priority 5D: NA	Priority 5D: NA	Priority 5D: NA	Priority 5D: NA
Priority 5E: High school graduation rate	Priority 5E: NA	Priority 5E: NA	Priority 5E: NA	Priority 5E: NA

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
Students with Disabilities
Specific Student Groups: K-8th grades

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

All Schools
Specific Schools: Semitropic School
Specific Grade Spans: K-8th grades

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

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	2018-19 Actions/Services	2019-20 Actions/Services
Student attendance • Superintendent/principal will continue to send home attendance letters twice a month and meet with the parents of students who have received the second attendance letter. • Superintendent/Principal will refer parents to the Delano PD when their students have accumulated 10 unexcused absences or tardies or a combination of unexcused absences or tardies. • Students who have a monthly perfect attendance rate of 88% will be invited to attend a Wildcat Activity each month. • Students who have 100% perfect attendance each quarter will receive recognition. • Teachers can award students who have weekly perfect attendance with ROAR tickets.	Student attendance • Superintendent/principal will continue to send home attendance letters twice a month and meet with the parents of students who have received the second attendance letter. • Superintendent/Principal will refer parents to the Delano PD when their students have accumulated 10 unexcused absences or tardies or a combination of unexcused absences or tardies. • Students who have a monthly perfect attendance rate of 88% will be invited to attend a Wildcat Activity each month. • Students who have 100% perfect attendance each quarter will receive recognition. • Teachers can award students who have weekly perfect attendance with ROAR tickets.	Student attendance • Superintendent/principal will continue to send home attendance letters twice a month and meet with the parents of students who have received the second attendance letter. • Superintendent/Principal will refer parents to the Delano PD when their students have accumulated 10 unexcused absences or tardies or a combination of unexcused absences or tardies. • Students who have a monthly perfect attendance rate of 88% will be invited to attend a Wildcat Activity each month. • Students who have 100% perfect attendance each quarter will receive recognition. • Teachers can award students who have weekly perfect attendance with ROAR tickets.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	$2,000	$2,000
Source	Lottery	Lottery	Lottery
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

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

LEA-wide

Schoolwide

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

All Schools

Specific Schools: Semitropic school

Specific Grade Spans: K-8th grades

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Parent Engagement: • Superintendent/Principal will utilize social media and technology to notify parents of school events on campus via Parent Square (messages sent in both English and Spanish), Facebook, Twitter, and Instagram • Hold two family nights per year: math in the fall and Reading in the Spring • Student incentives will be given to individual students and classrooms who have the greatest percentage of parents attend a school event.	Parent Engagement: • Superintendent/Principal will utilize social media and technology to notify parents of school events on campus via Parent Square (messages sent in both English and Spanish), Facebook, Twitter, and Instagram • Hold two family nights per year: math in the fall and Reading in the Spring • Student incentives will be given to individual students and classrooms who have the greatest percentage of parents attend a school event.	Parent Engagement: • Superintendent/Principal will utilize social media and technology to notify parents of school events on campus via Parent Square (messages sent in both English and Spanish), Facebook, Twitter, and Instagram • Hold two family nights per year: math in the fall and Reading in the Spring • Student incentives will be given to individual students and classrooms who have the greatest percentage of parents attend a school event.

- Refreshments and/or child care will be provided at events.
- Plan quarterly family picnic days
- Plan muffin for mom day and donut for dad day
- Send monthly newsletters "Home & School Connection"

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- Plan quarterly family picnic days
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- Refreshments and/or child care will be provided at events.
- Plan quarterly family picnic days
- Plan muffin for mom day and donut for dad day
- Send monthly newsletters "Home & School Connection"

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1000	$1000	$1000
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount	$250	$250	$250
Source	Supplemental / Concentration	Supplemental / Concentration	Supplemental / Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount	$1000	$1000	$1000
Source	Lottery	Lottery	Lottery
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	$354	$354	$354
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools Specific Schools: Semitropic School Specific Grade Spans: K-8th grades

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]	[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
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Student Engagement: • Classrooms will use Whole Brain Teaching Strategies to engage students in the learning process. • Continue to use Accelerated Reader as a reading incentive. • Teachers will continue to utilize Class Dojo to incentivize student engagement in the classroom. • Staff members will use ROAR tickets to "pay" for ROAR activities. • Teachers will use technology in the classroom to create lessons	Student Engagement: • Classrooms will use Whole Brain Teaching Strategies to engage students in the learning process. • Continue to use Accelerated Reader as a reading incentive. • Teachers will continue to utilize Class Dojo to incentivize student engagement in the classroom. • Staff members will use ROAR tickets to "pay" for ROAR activities. • Teachers will use technology in the classroom to create lessons	Student Engagement: • Classrooms will use Whole Brain Teaching Strategies to engage students in the learning process. • Continue to use Accelerated Reader as a reading incentive. • Teachers will continue to utilize Class Dojo to incentivize student engagement in the classroom. • Staff members will use ROAR tickets to "pay" for ROAR activities. • Teachers will use technology in the classroom to create lessons

and activities that engage all student in the learning process. • Purchase sports equipment for students to use during recess, PE and Wildcat Day. • Upgrade student technology devices and increase student technology use.	and activities that engage all student in the learning process. • Purchase sports equipment for students to use during recess, PE and Wildcat Day. • Upgrade student technology devices and increase student technology use.	and activities that engage all student in the learning process. • Purchase sports equipment for students to use during recess, PE and Wildcat Day. • Upgrade student technology devices and increase student technology use.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,375	$1,375	$1,375
Source	Lottery	Lottery	Lottery
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount	$4,500	$4,500	$4,500
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	$3,000	$3,000	$3,000
Source	Lottery	Lottery	Lottery
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Demonstration of Increased or Improved Services for Unduplicated Pupils

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$624,022	37.17%

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 Semitropic School District is utilizing LCFF supplemental and concentration funds to improve and increase services that principally meet the needs of our low income, EL and Foster Youth Student Groups. Some examples of growing services in quality and increase the quantity of services to meet the needs of our unduplicated students are as follows:

- Offering elective courses
- Maintaining intervention teacher
- Maintaining a program coordinator
- Providing up to date technology and software programs that meet the academic needs of our students
- Professional development and materials for teachers and staff
- Maintaining AVID services for students
- Providing planning days for teachers and grade levels to analyze and respond to student data (formative and summative)
- Parent and stakeholder involvement activities to promote participation and engagement from all stakeholders
- MTSS support to analyze best practices

Demonstration of Increased or Improved Services for Unduplicated Pupils

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$$ 570,127	36.12%

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 Semitropic School District is utilizing LCFF supplemental and concentration funds to improve and increase services that principally meet the needs of our low income, EL and Foster Youth Student Groups. Some examples of growing services in quality and increase the quantity of services to meet the needs of our unduplicated students are as follows:

- Offering elective courses
- Maintaining intervention teacher
- Maintaining a program coordinator
- Providing up to date technology and software programs that meet the academic needs of our students
- Professional development and materials for teachers and staff
- Maintaining AVID services for students
- Providing planning days for teachers and grade levels to analyze and respond to student data (formative and summative)
- Parent and stakeholder involvement activities to promote participation and engagement from all stakeholders

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

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/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

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

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

   o 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	641,844.00	532,781.00	641,844.00	644,075.00	650,592.00	1,936,511.00
	3,528.00	0.00	3,528.00	3,528.00	1,500.00	8,556.00
Base	41,030.00	14,854.00	41,030.00	41,034.00	41,039.00	123,103.00
Lottery	7,375.00	7,375.00	7,375.00	7,375.00	7,375.00	22,125.00
Supplemental / Concentration	571,811.00	492,452.00	571,811.00	574,038.00	582,578.00	1,728,427.00
Title I	17,600.00	17,600.00	17,600.00	17,600.00	17,600.00	52,800.00
Title III	500.00	500.00	500.00	500.00	500.00	1,500.00

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

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	641,844.00	532,781.00	641,844.00	644,075.00	650,592.00	1,936,511.00
	7,799.00	0.00	7,799.00	7,799.00	7,799.00	23,397.00
1000-1999: Certificated Personnel Salaries	331,628.00	252,640.00	331,628.00	333,128.00	338,628.00	1,003,384.00
2000-2999: Classified Personnel Salaries	73,000.00	73,000.00	73,000.00	73,000.00	73,000.00	219,000.00
3000-3999: Employee Benefits	1,176.00	0.00	1,176.00	1,180.00	1,185.00	3,541.00
4000-4999: Books And Supplies	90,354.00	85,854.00	90,354.00	90,354.00	90,354.00	271,062.00
5000-5999: Services And Other Operating Expenditures	4,141.00	28,865.00	4,141.00	4,141.00	4,141.00	12,423.00
5800: Professional/Consulting Services And Operating Expenditures	123,746.00	92,422.00	123,746.00	124,473.00	125,485.00	373,704.00
6000-6999: Capital Outlay	10,000.00	0.00	10,000.00	10,000.00	10,000.00	30,000.00

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

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
Total Expenditures by Object Type and Funding Source							
All Expenditure Types	All Funding Sources	641,844.00	532,781.00	641,844.00	644,075.00	650,592.00	1,936,511.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Supplemental / Concentration	7,799.00	0.00	7,799.00	7,799.00	7,799.00	23,397.00
1000-1999: Certificated Personnel Salaries		3,528.00	0.00	3,528.00	3,528.00	1,500.00	8,556.00
1000-1999: Certificated Personnel Salaries	Supplemental / Concentration	315,500.00	240,040.00	315,500.00	317,000.00	324,528.00	957,028.00
1000-1999: Certificated Personnel Salaries	Title I	12,600.00	12,600.00	12,600.00	12,600.00	12,600.00	37,800.00
2000-2999: Classified Personnel Salaries	Supplemental / Concentration	73,000.00	73,000.00	73,000.00	73,000.00	73,000.00	219,000.00
3000-3999: Employee Benefits	Base	1,176.00	0.00	1,176.00	1,180.00	1,185.00	3,541.00
4000-4999: Books And Supplies	Base	19,854.00	14,854.00	19,854.00	19,854.00	19,854.00	59,562.00
4000-4999: Books And Supplies	Lottery	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00	18,000.00
4000-4999: Books And Supplies	Supplemental / Concentration	59,500.00	60,000.00	59,500.00	59,500.00	59,500.00	178,500.00
4000-4999: Books And Supplies	Title I	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	15,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental / Concentration	3,641.00	28,365.00	3,641.00	3,641.00	3,641.00	10,923.00
5000-5999: Services And Other Operating Expenditures	Title III	500.00	500.00	500.00	500.00	500.00	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	Base	10,000.00	0.00	10,000.00	10,000.00	10,000.00	30,000.00
5800: Professional/Consulting Services And Operating Expenditures	Lottery	1,375.00	1,375.00	1,375.00	1,375.00	1,375.00	4,125.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental / Concentration	112,371.00	91,047.00	112,371.00	113,098.00	114,110.00	339,579.00
6000-6999: Capital Outlay	Base	10,000.00	0.00	10,000.00	10,000.00	10,000.00	30,000.00

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

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	589,249.00	481,186.00	589,249.00	591,480.00	597,997.00	1,778,726.00
Goal 2	39,116.00	38,116.00	39,116.00	39,116.00	39,116.00	117,348.00
Goal 3	13,479.00	13,479.00	13,479.00	13,479.00	13,479.00	40,437.00
Goal 4			0.00	0.00	0.00	0.00
Goal 5			0.00	0.00	0.00	0.00
Goal 6			0.00	0.00	0.00	0.00

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