

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Standard Elementary School District

Contact Name and Title

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Superintendent

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2017-20 Plan Summary

The Story

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

Standard School District, established in 1909, encompasses an area of approximately 34 square miles in the North Bakersfield community of Oildale. The district has three TK-5 elementary schools, Highland Elementary School, enrollment 822, Standard Elementary School, enrollment 570, and Wingland Elementary School, enrollment 752. Class size reduction has been fully implemented in grades K-3. The elementary school sends students to the district's 6th to 8th grade middle school, Standard Middle School, enrollment of 971 students. The enrollment for the Standard School District is 3,115 students. The schools are modern, functional facilities, equipped with computers and other multimedia, and offer excellent staff and support services to meet the needs of all students. The majority of Standard School District students move to North High School in the Kern High School District. The student populations consists of the following Ethnic groups: White: 63.60%, Hispanic: 30.34%, African American: 1.38%, American Indian/Alaskan Native: 1.16%, and the following groups are under 1%: Asian, Filipino and Pacific Islander.

Based on the 2017-18 CALPADS Certified 2017 Fall Report student subgroups consist of the following:

- Socio-Economically Disadvantaged - 2,501 students or 80.29%
- English Learners- 135 students or 4%
- Special Education - 324 students or 10%
- Foster Youth - 38 students
- Homeless Youth - 31 students
- Migrant Program - 6 students

The total LCFF Unduplicated Count for the Standard School District is 2543 students or 82.94%.

LCAP Highlights

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

Standard School District goals focus on increasing student achievement, maintaining a positive school climate and implementing a rigorous curriculum. Student achievement did increase last year, but the increase was about the same as the county average which didn't close the achievement gap. Our goal is to achieve at a rate greater than the county average so that in time we will surpass the county average and then set our target on achieving above the state average. Intervention will continue with the help of our retired teacher tutors and after school tutoring programs.

The District has made steady gains in improving school climate, reducing suspensions, and increasing student attendance. This year we will continue to invest in social-emotional supports for our students. Professional development in PBIS will focus on tier 2 and tier 3 interventions. An additional school counselor is being added to the middle school, and each of the elementary schools will now have a full-time behavior intervention specialist. Each school will also receive their own Licensed Vocational Nurse (LVN), in addition to the two full time school nurses in the district office, to provide the health care needed. Additional custodians will also be added to the elementary schools to better clean desktops and sanitize rooms each night.

Implementing our recently adopted English-Language Arts and Math curriculum will continue with ongoing professional development on quality instruction, small group work and creating common formative and summative assessments. New history/social studies curriculum for grades K-6 has been purchased for implementation in 2018-19. We will maintain our priority of providing our teachers with quality supplemental materials and our students with the newest technology to optimize the most important skills required for 21st century education: critical thinking, communication, collaboration, and creativity.

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

Great progress reflected in California Dashboard Status and Change Report is as follows:

English Language Arts: (Priority 4)

- All Students-Increased (+3.8 points)
- English Learners-Increased (+13.6 points)
- Socioeconomically Disadvantaged-Increased (+3 points)
- Students with Disabilities-Increased (+6.4 points)
- African American-Increased Significantly (+47 points)
- Two or More Races-Increased (+5.1 points)
- White Increased (+4.1 points)

Math (Priority 4)

- All Students-Increased (+3.3 points)
- English Learners-Increased Significantly (+17.3 points)

- Socioeconomically Disadvantaged-Increased (+3.1 points)
- Students with Disabilities-Increased (+5.9 points)
- African American-Increased (+5.1 points)
- White-Increased (+5.6 points)

Suspension Rate: (Priority 6)

- All Students-Declined (-.6%)
- English Learners Declined (-0.4)
- Homeless-Declined Significantly (-8.3%)
- Socioeconomically Disadvantaged-Declined (-0.5%)
- Students with Disabilities-Declined (-0.9%)
- African American-Declined Significantly (-3.7%)
- Filipino-Declined Significantly (-5.9%)
- White-Declined (-1.2%)

The district plans to maintain and build upon these successes by staying the course we are on while continually searching for new ways to improve. The LCAP Input process has helped our staff develop a continuous improvement mindset. Staff are encouraged to be innovative in their classrooms as well as to be thoughtful and reflective on what works and what isn't working as well as we would like it to. One specific example of this reflective thinking was the district professional development offerings in June that encouraged teachers to establish the essential standards in English-Language Arts, review and align their pacing guides to match CAASSP Interim assessments, and discuss best practices among grade level peers. Many good ideas were shared as well as a thoughtful discussion on the use of local assessments. This professional development offering was very well attended and participants requested that the district continue this model of this end of the year reflection continue for future years.

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 Standard School District meets the eligibility criteria for differentiated assistance for the following student group(s): Hispanic: ELA/Math (P4); Suspension (P6)

Greatest needs on local performance areas are reflected in California Dashboard Data as follows:

English Language Arts: (Priority 4)

- English Learner, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic student groups were Red (Very Low).

Math (Priority 4)

- American Indian-Declined (-4.3 points)
- Two or More Races-Declined (-11.7 points)
- English Learner Progress Indicator: (Priority 4)
- English Learners-Declined (-6.1%)

Suspension Rate (Priority 6)

- Foster Youth-Increased Significantly (+2.4%)
- American Indian-Increased (+2%)
- Asian-Increased Significantly (+3.9%)
- Hispanic-Increased (+0.3%)
- Two or More Races-Increased Significantly (+7%)

The district has worked all year on developing plans and programs to address these areas of weakness. The district is increasing our investment in both classified and certificated professional development, specifically geared toward increasing and improving small group instruction to meet the needs of our unduplicated students and our under-performing subgroups. An additional trainer was contracted with for the start of 2018-19 to provide professional development in reading for all our TK-3rd grade instructional staff - both general education and special education, certificated and classified. The district has also increased our student support staff at each of the school sites to enable our schools to implement pro-active and preventative social-emotional supports to our students that will decrease problem behavior and potential suspensions from school.

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

California Dashboard Student Group Report identified the following performance gaps:

English Language Arts: (Priority 4)

- All Students status was Yellow.
- English Learner, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic student groups were Red (Very Low).

Math: (Priority 4)

- All Students performed in the Orange category.
- English Learner, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic Student Groups performed in the Red category.

What steps is the LEA planning to take to address these performance gaps?

- Teachers will continue professional development with a focus on ELA/ELD and Math to develop skills to work with low-income students on strategies for small group instruction, academic vocabulary development, strategies to improve writing and review of foundational skills necessary for improving intervention practices using small group instruction and instructional aide support. For ELL students, district will continue to offer for English Language Development with a focus on integrated and designated ELD instruction in all core subject areas.
- Staff continues to use core digital curriculum, Renaissance Learning program to supplement ELA and Math curriculum, intervention and assessment on-line as a tool to improve students keyboarding skills.

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 stakeholder feedback and review of the 2017-18 LCAP Goals/Actions/Services, and input into the 2018-19 LCAP, the following significant actions to improve services are as follows:

1. Provide additional staff and services to improve school climate and support social-emotional learning for all students.
2. Enhance the education of the whole child by expanding PE staff, and adding a full-time performing arts teacher at Standard Middle School
3. Providing improved counseling and health care services by adding an additional school counselor and increasing health staff to have a licensed vocational nurse (LVN) at every school site.

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

\$35,297,695

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

\$6,666,996.00

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

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$29,937,324

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

Fully implement California State Standards for English Language Arts and Math using state approved curriculum for all core content, English Language Arts, Math, Social Studies-History, and Science as defined by California Frameworks and classroom observations.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 2: State Standards (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Improve student academic performance in all core subjects areas.

Annual Measurable Outcomes

Expected

17-18
State Priority 2: Implementation of State Standards
A - Implementation of CCSS
The Academic Progress Survey (APS) results will be reviewed by all district staff and parents who attended District Advisory Committee meetings and School Site Council meetings. Standard District is substantially implementing common core.
B - English Learners access to ELD/ELA Curriculum and CCSS Standards
100% of English Language Learner (ELL) students will receive daily instruction in designated and integrated English

Actual

State Priority 2: Implementation of State Standards
A - Implementation of CCSS - 100% of students have access to standards-aligned materials, and we have maintained 100% full implementation of CA academic and performance standards for all students. The APS results were reviewed by all district staff and parents who attended District Advisory Committee meetings and School Site Council meetings. Standard School District is substantially implementing common core.
B - English Learners access to ELD/ELA Curriculum and CCSS Standards
100% of English Language Learner (ELL) students received daily instruction in designated and integrated English

Expected

17-18

State Priority 3: Parental Involvement

A. The district will promote parental participation for Back to School, Parent Conferences and Open House.

- Will strive for 78% parent participation in school activities.
- Will strive for 28% of ELL parent to attended DELAC and ELAC meetings.
- Will strive for 78% of parents to attended redesignations meetings at the school site.

B. Parent Participation - Unduplicated students

- Will strive for 28% of ELL parent to attended DELAC and ELAC meetings.
- Will strive for 100% of parents to attended redesignations meetings at the school site

C. Parent Participation with exceptional needs

- Will strive for 100% of Parent/guardian participation in IEPs at the school site.

Actual

State Priority 3: Parental Involvement

A. The district promoted parental participation for Back to School, Parent Conferences and Open House.

- An estimated 68% parent participation in school activities.
- Approximately 25% of ELL parent to attended DELAC and ELAC meetings.
- An estimated 80% of parents attended redesignation meetings at the school site.

B. Parent Participation - Unduplicated students

- Approximately 25% of ELL parent to attended DELAC and ELAC meetings.
- An estimated 82% of parents to attended redesignation meetings at the school site.

C. Parent Participation with exceptional needs

- An estimated 98% Parent/guardian participation in IEPs at the school sites.

Expected

17-18

State Priority 4: Pupil Achievement

A. State-wide Assessments - Will strive for 100% participation on the CAASPP.

- English Language Arts (ELA) - Will strive for students to score 28% on Standard Met or Standard Exceeded performance levels on the 2016-17 ELA CAASPP
- Math CAASPP -Will strive for students to score 18% on Standard Met or Standard Exceeded performance levels on the 2017-18 Math CAASPP

Expectations for Physical Fitness Testing: Grades 5 and 7:

- Will strive for 5th grade students score 70% on HFZ.
- Will strive for 7th grade students score 68% on HFZ.

Expectations for 5th and 8th Grade Science-Piloted CAST Assessment for 2017-18

B. Academic Performance Index (API) - 2013 data N/A.

C. Successfully complete A-G courses: N/A for a K-8 district.

D. EL students making progress towards English Proficiency. We will strive for ELL Dashboard Reports growth to move to Orange Level for 2017-18

E. We will strive to increase the English Learners Reclassification rate 26% or higher in 2017-18

F. Passed AP exam: N/A for K-8 districts.

G. Early Assessment Program: N/A for K-8 districts.

Actual

State Priority 4: Pupil Achievement

A. State-wide Assessments-We achieved 99.42% participation on the CAASPP

- English Language Arts - Students scored 27% on Standard Met or Standard Exceeded performance levels on the 2017-18 ELA CAASPP
- Math - Students scored 17% on Standard Met or Standard Exceeded performance levels on the 2017-18 Math CAASPP.

Physical Fitness Testing Results: 2017-18

- 5th grade students: 72.8%; increase of 5.6% in HFZ.
- 7th grade students: 71.8%; a decrease of 5.8% in HFZ.

Expectations for 5th and 8th Grade Science-Piloted CAST Assessment for 2017-18

B. Academic Performance Index (API) - 2013 data N/A.

C. Successfully complete A-G courses: N/A for a K-8 district.

D. Dashboard Reports ELL performance is at Orange Level for 2017-18. ELs were identified in the low or very low status level (60.8%). The EL student group declined in change level (-6.1%).

E. English Learners Reclassification rate (IFEP/EL) = 16.5% in 2017-18, an increase of nearly 10%!

F. Passed AP exam: N/A for K-8 districts.

G. Early Assessment Program: N/A for K-8 districts.

Expected

17-18

State Priority 7: Course Access

- A. Maintain 100% of students that have access to a broad course of study offered by district.
- B. Maintain 100% of unduplicated pupils that are provided with programs and services based on state standards and student needs as indicated by local assessments.
- C. Maintain 100% of students with exceptional needs are provided programs and services that are based on IEP, state standards, and student needs as indicated by local assessments.

17-18

State Priority 8: Pupil Outcomes

A. Renaissance Learning Star Assessments

Will strive to increase Post-NCE%tile scores on STAR Reading and Math by 3% or higher.

95% of all students in grades 4 to 8 will be monitored quarterly on the STAR Math assessment.

Will strive for students' Post NCE%tile scores on Star Reading and Star Math to increase by 3%.

B. The Dynamic Indicators of Basic Early Literacy Skills

Will strive for students to increase by 3% on the Accumulate Composite DIBELS assessments

C. Base-line scores for Curriculum-based Benchmark Scores:

Will strive for students to increase scores in the Met or Exceed Standard levels on core ELA and Math benchmarks by 3%.

Will strive for 100% participation on End of Year Benchmark Assessment for ELA and Math.

Actual

State Priority 7: Course Access

- A. 100% of students had access to and were enrolled in a broad course of study offered by the district.
- B. 100% of students had access to and were enrolled in programs/services for unduplicated students based on student needs and/or local assessments.
- C. 100% of students had access to and were enrolled in programs/services for students with exceptional needs as determined in their IEPs or 504 plans. The district has implemented inclusion practices and trained all teachers on Universal Design for Learning (UDL).

State Priority 8: Pupil Outcomes

A. Renaissance Learning Star Assessments - During the school year, we changed from NCE% to Student Growth Percentiles (SGP). SGP compares a student's growth to that of his or her academic peers nationwide. We will use school-wide SGPs to measure a school's growth and compare to the national median growth for comparison purposes.

2017-18 SPG Data By School Sites:

- HES = 50%; Median = 52%
- SES = 36%; Median = 45%
- WES = 41%; Median = 50%
- SMS = 30%; Median = 46%

B. The DIBELS assessment was used by staff for formative data, not summative data as in prior years. The District will determine how DIBELS will be used in the future as a local indicator for growth.

C. The Curriculum-based Benchmark assessment was discontinued during the 2017-18 year. The District will select a different local assessment for 2018-19.

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

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
1. California State Standards implementation <ul style="list-style-type: none"> District to purchase educational support materials to supplement implementation of California State Standards and other core subjects. Increase necessary materials for project-based learning. Printing and supplies. 	1. California State Standards implementation <ul style="list-style-type: none"> District purchased educational support materials to supplement implementation of California State Standards and other core subjects. District purchased educational support materials for project-based learning. District provided printing and supplies. 	Supplies and Materials 4000-4999: Books And Supplies Supplemental and Concentration \$101,956 Textbooks 4000-4999: Books And Supplies Supplemental and Concentration \$251,476 Textbooks - Growth 4000-4999: Books And Supplies Supplemental and Concentration \$25,008	Supplies and Materials 4000-4999: Books And Supplies Supplemental and Concentration \$49,500 Textbooks 4000-4999: Books And Supplies Supplemental and Concentration \$16,298 Textbooks - Growth 4000-4999: Books And Supplies Supplemental and Concentration 0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2. Student Progress Monitoring Local Measures - Quarterly Assessments K-5 The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Renaissance Learning STAR Reading and Math School City Student - Common Formative Assessments Parent information on the Academic Progress Survey (APS) results on the implementation of Common Core Standards and CAASPP results.	2. Student Progress Monitoring Changed Local Measures - Discontinued Quarterly Assessments K-5 and eliminated School City. Modified use of Renaissance Learning STAR Reading and Math (now using SGPs) and redirected use of DIBELS to be used as formative data for certificated staff Maintained Parent information on APS and CAASPP results at the following: <ul style="list-style-type: none"> District Advisory Committee meetings (DAC) 	Salary- DELAC 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,300 Statutory - DAC 3000-3999: Employee Benefits Supplemental and Concentration \$226 Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$750 Salary - DAC 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$4,800	Salary- DELAC 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,300 Statutory - DAC 3000-3999: Employee Benefits Supplemental and Concentration \$226 Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$500 Salary - DAC 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,200

<ul style="list-style-type: none"> District Advisory Committee meetings (DAC) District English Language Advisory Committee (DELAC) and English Language Advisory Committee - (ELAC School Site) 	<ul style="list-style-type: none"> District English Language Advisory Committee (DELAC) English Language Advisory Committee (ELAC) 	Statutory-DAC 3000-3999: Employee Benefits Supplemental and Concentration \$905	Statutory-DAC 3000-3999: Employee Benefits Supplemental and Concentration \$762
		Supplies - DAC 4000-4999: Books And Supplies Supplemental and Concentration \$500	Supplies - DAC 4000-4999: Books And Supplies Supplemental and Concentration \$300
		Salary - Data Mtg -Team 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$8,000	Salary - Data Mtg Team 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0
		Statutory - Data Mtg Team 3000-3999: Employee Benefits Supplemental and Concentration \$1,408	Statutory - Data Mtg Team 3000-3999: Employee Benefits Supplemental and Concentration 0
		Web Services for Parent Commun 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$8,125	Web Services for Parent Commun 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$225
		School Site Visitor System 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$10,000	School Site Visitor System 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$6,716

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3. Increase certificated and classified staff <ul style="list-style-type: none"> PE teacher elementary and SMS electives Music teacher 	3. Staffing was increased as listed below: <ul style="list-style-type: none"> PE teacher elementary and SMS electives Music teacher 	Salary - Teacher Tutors 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$54,066	Salary - Teacher Tutors 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$33,581

- Retired teacher-tutors - academic intervention for each elementary school
- Teacher on Special Assignment (TOSA) to support new teachers
- Expanding TK - 3 teacher; expand TK to March 2
- Administrative services
- Speech Pathologist
- 1 FTE =.5 FTE for RSP Special Education and .5 FTE for Intervention @ - Standard Elementary (Unres. Special Ed and Title I)
- 5 FTE Program Specialist - to support staff development, student services and subgroup students.
- Supervision Aides (+1 Hour for 19 Positions) for recess and lunch
- Instructional Aides, TK & K (9 for TK/K @ 5.75 hr);
- Instructional Aide - SMS: 7th and 8th- Title 1 (SMS 1@3.5 hr)
- Behavior Specialist (3@5.75hr)
- District Family Advocate (1@5 hr)
- Intervention/Bilingual Aides

- Retired teacher-tutors - academic intervention for each elementary school
- Teacher on Special Assignment (TOSA) to support new teachers
- Expanding TK - 3 teacher; expand TK to March 2
- Administrative services
- Speech Pathologist
- 1 FTE =.5 FTE for RSP Special Education and .5 FTE for Intervention @ - Standard Elementary (Unres. Special Ed and Title I)
- 5 FTE Program Specialist - to support staff development, student services and subgroup students.
- Supervision Aides (+1 Hour for 19 Positions) for recess and lunch
- Instructional Aides, TK & K (9 for TK/K @ 5.75 hr);
- Instructional Aide - SMS: 7th and 8th- Title 1 (SMS 1@3.5 hr)
- Behavior Specialist (3@5.75hr)
- District Family Advocate (1@5 hr)
- Intervention/Bilingual Aides

Statutory- Teacher Tutors 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$9,480

Intervention Supplies and Materials 4000-4999: Books And Supplies Supplemental and Concentration \$53,247

Salary -Teachers, TOSA,TK, Music, PE 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$480,308

Statutory - Teachers 3000-3999: Employee Benefits Supplemental and Concentration \$241,588

Service/Consult - Music/Choir - Risers 6000-6999: Capital Outlay Supplemental and Concentration \$12,000

Salary- Teacher Induction 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$41,000

Statutory - Teacher Induction 3000-3999: Employee Benefits Supplemental and Concentration \$8,658

Prof.Consult - KCSOS Teacher Induction 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$60,000

Statutory- Teacher Tutors 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,008

Intervention Supplies and Materials 4000-4999: Books And Supplies Supplemental and Concentration \$1,162

Salary -Teachers, TOSA,TK, Music, PE 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$363,987

Statutory - Teachers 3000-3999: Employee Benefits Supplemental and Concentration \$169,517

Service/Consult - Music/Choir - Risers 6000-6999: Capital Outlay Supplemental and Concentration \$11,056

Salary- Teacher Induction 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$38,140

Statutory - Teacher Induction 3000-3999: Employee Benefits Supplemental and Concentration \$6,639

Prof.Consult - KCSOS Teacher Induction 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$41,875

Salary - Admin PC and Dir Ed
Serv 1000-1999: Certificated
Personnel Salaries Supplemental
and Concentration \$234,356

Statutory - Admin PC and Dir Ed
Serv 3000-3999: Employee
Benefits Supplemental and
Concentration \$148,079

Service/Supplies Admin
PC/DirEdSev 5000-5999:
Services And Other Operating
Expenditures Supplemental and
Concentration \$18,037

Salary - Family Advocate 2000-
2999: Classified Personnel
Salaries Supplemental and
Concentration \$4,160

Statutory - Family Advocate
3000-3999: Employee Benefits
Supplemental and Concentration
\$572

Salary - Instructional Aides 2000-
2999: Classified Personnel
Salaries Supplemental and
Concentration \$204,616

Statutory - Instructional Aides
3000-3999: Employee Benefits
Supplemental and Concentration
\$43,895

Salary - ELL Aides 2000-2999:
Classified Personnel Salaries
Supplemental and Concentration
\$31,690

Salary - Admin PC and Dir Ed
Serv 1000-1999: Certificated
Personnel Salaries Supplemental
and Concentration \$189,456

Statutory - Admin PC and Dir Ed
Serv 3000-3999: Employee
Benefits Supplemental and
Concentration \$103,071

Service/Supplies Admin
PC/DirEdSev 5000-5999:
Services And Other Operating
Expenditures Supplemental and
Concentration \$11,456

Salary - Family Advocate 2000-
2999: Classified Personnel
Salaries Supplemental and
Concentration \$3,760

Statutory - Family Advocate
3000-3999: Employee Benefits
Supplemental and Concentration
\$542

Salary - Instructional Aides 2000-
2999: Classified Personnel
Salaries Supplemental and
Concentration \$144,886

Statutory - Instructional Aides
3000-3999: Employee Benefits
Supplemental and Concentration
\$32,895

Salary - ELL Aides 2000-2999:
Classified Personnel Salaries
Supplemental and Concentration
\$19,014

		Statutory - ELL Aides 3000-3999: Employee Benefits Supplemental and Concentration \$7,836	Statutory - ELL Aides 3000-3999: Employee Benefits Supplemental and Concentration \$3,005
		Supplies - ELL Instruction 4000-4999: Books And Supplies Supplemental and Concentration \$500	Supplies - ELL Instruction 4000-4999: Books And Supplies Supplemental and Concentration \$0
		Salary-Prog Coor Grants/Programs - Extended After School Programs 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$42,830	Salary-Prog Coor Grants/Programs - Extended After School Programs 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$41,246
		Statutory - Prog Coor Grants/Programs - Extended After School Programs 3000-3999: Employee Benefits Supplemental and Concentration \$21,926	Statutory - Prog Coor Grants/Programs - Extended After School Programs 3000-3999: Employee Benefits Supplemental and Concentration \$18,892

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4. Professional Development <ul style="list-style-type: none"> Professional Development to support new ELA and Math core adopted curriculum Align ELA/ELD standards to curriculum units of student Teacher Induction Program, interns, and new teacher induction 	4. Professional Development <ul style="list-style-type: none"> Professional Development was provided to support new ELA and Math core adopted curriculum Aligned ELA/ELD standards to curriculum units of student Comprehensive coaching and support was provided to certificated staff on waivers and permits, in an intern program, and enrolled in 	Books and materials for professional dev 4000-4999: Books And Supplies Supplemental and Concentration \$25,000 Salary - Cert prof dev 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$16,051 Salary - Class prof dev 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,000	Books and materials for professional dev 4000-4999: Books And Supplies Supplemental and Concentration \$0 Salary - Cert prof dev 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$13,035 Salary - Class prof dev 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$191

	the new teacher induction program (TIP).	Statutory - prof dev 3000-3999: Employee Benefits Supplemental and Concentration \$5,581	Statutory - prof dev 3000-3999: Employee Benefits Supplemental and Concentration \$1,470
		Travel/Conf - prof dev 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$89,800	Travel/Conf - prof dev 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$129
		Prof Dev 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$500	Prof Dev 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0
		Prof/Consult prof dev 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$16,172	Prof/Consult prof dev 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$13,035

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5. Extended Academic Programs and Program Resources <ul style="list-style-type: none"> Program Coordinators, Special Program & Grants, and District Administrator Curriculum to support Response to Intervention activities Develop MTSS-RTI student plans with measurable intervention goals and objectives. Schedule classroom intervention Schedule intensive intervention 	5. Extended Academic Programs and Program Resources <ul style="list-style-type: none"> Provided Program Coordinators, Special Program & Grants, and District Administrator Provided supplemental material to support Response to Intervention activities Developed MTSS-RTI student plans with measurable intervention goals and objectives. Scheduled classroom intervention 	Contrib to X-Factor 5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$152,810 Salary- Clerical- Ed Services 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$4,608 Statutory - Clerical - Ed Services 3000-3999: Employee Benefits Supplemental and Concentration \$3,005 Salary - Library Aides 2000-2999: Classified Personnel Salaries	Contrib to X-Factor 5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$152,810 Salary- Clerical- Ed Services 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$2,385 Statutory - Clerical - Ed Services 3000-3999: Employee Benefits Supplemental and Concentration \$1,900 Salary - Library Aides 2000-2999: Classified Personnel Salaries

- Schedule student progress monitoring
- After-school tutoring intervention

- Scheduled intensive intervention
- Scheduled student progress monitoring
- Provided after-school tutoring intervention

Supplemental and Concentration
\$144,549

Statutory - Library Aides 3000-3999: Employee Benefits Supplemental and Concentration
\$54,825

Books other than txbk - Library 4000-4999: Books And Supplies Supplemental and Concentration
\$82,093

Supplies and Materials 4000-4999: Books And Supplies Supplemental and Concentration
\$30,000

Service/Consult 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration
\$6,400

Salary -Receptionist - ESC 1000-1999: Certificated Personnel Salaries Supplemental and Concentration
\$2,589

Statutory -Receptionist - ESC 3000-3999: Employee Benefits Supplemental and Concentration
\$717

Digital Programs to support student learning: Go Guardian, Discovery Learning, Lexia & Supplies, School City 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration
\$72,704

Supplemental and Concentration
\$39,680

Statutory - Library Aides 3000-3999: Employee Benefits Supplemental and Concentration
\$2,174

Books other than txbk - Library 4000-4999: Books And Supplies Supplemental and Concentration
\$50,033

Supplies and Materials 4000-4999: Books And Supplies Supplemental and Concentration
\$10,854

Service/Consult 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration
\$6,102

Salary -Receptionist - ESC 1000-1999: Certificated Personnel Salaries Supplemental and Concentration
\$2,239

Statutory -Receptionist - ESC 3000-3999: Employee Benefits Supplemental and Concentration
\$675

Digital Programs to support student learning: Go Guardian, Discovery Learning, Lexia & Supplies, School City 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration
\$68,704

Salary - Saturday School Cert
1000-1999: Certificated
Personnel Salaries Supplemental
and Concentration \$9,000

Salary - Saturday School Class
2000-2999: Classified Personnel
Salaries Supplemental and
Concentration \$3,000

Statutory - Saturday School 3000-
3999: Employee Benefits
Supplemental and Concentration
\$2,170

Supplies -Saturday School 4000-
4999: Books And Supplies
Supplemental and Concentration
\$719

Services/Consulting 5800:
Professional/Consulting Services
And Operating Expenditures
Supplemental and Concentration
\$150

Salaries - Ready to Start 1000-
1999: Certificated Personnel
Salaries Supplemental and
Concentration \$22,100

Salary - Ready to Start 2000-
2999: Classified Personnel
Salaries Supplemental and
Concentration \$5,400

Statutory - Ready to Start 3000-
3999: Employee Benefits
Supplemental and Concentration
\$5,213

Salary - Saturday School Cert
1000-1999: Certificated
Personnel Salaries Supplemental
and Concentration \$1,200

Salary - Saturday School Class
2000-2999: Classified Personnel
Salaries Supplemental and
Concentration \$131

Statutory - Saturday School
3000-3999: Employee Benefits
Supplemental and Concentration
\$223

Supplies -Saturday School 4000-
4999: Books And Supplies
Supplemental and Concentration
\$0

Services/Consulting 5800:
Professional/Consulting Services
And Operating Expenditures
Supplemental and Concentration
\$150

Salaries - Ready to Start 1000-
1999: Certificated Personnel
Salaries Supplemental and
Concentration \$6,266

Salary - Ready to Start 2000-
2999: Classified Personnel
Salaries Supplemental and
Concentration \$2,291

Statutory - Ready to Start 3000-
3999: Employee Benefits
Supplemental and Concentration
\$1,514

Supplies 4000-4999: Books And
Supplies Supplemental and
Concentration \$1,200

Rental, Leases, & Repairs 5000-
5999: Services And Other
Operating Expenditures
Supplemental and Concentration
\$300

Salary - Summer School Cert
1000-1999: Certificated
Personnel Salaries Supplemental
and Concentration \$62,682

Salaries - Summer School Class
2000-2999: Classified Personnel
Salaries Supplemental and
Concentration \$12,765

Statutory -Summer School 3000-
3999: Employee Benefits
Supplemental and Concentration
\$14,182

Supplies and Materials 4000-
4999: Books And Supplies
Supplemental and Concentration
\$11,770

Rental, Leases, & Repairs 5000-
5999: Services And Other
Operating Expenditures
Supplemental and Concentration
\$3,500

Study Trips TK-8 5000-5999:
Services And Other Operating
Expenditures Supplemental and
Concentration \$94,150

Salaries - BOB Books Event
1000-1999: Certificated

Supplies 4000-4999: Books And
Supplies Supplemental and
Concentration \$390

Rental, Leases, & Repairs 5000-
5999: Services And Other
Operating Expenditures
Supplemental and Concentration
\$0

Salary - Summer School Cert
1000-1999: Certificated
Personnel Salaries Supplemental
and Concentration \$32,421

Salaries - Summer School Class
2000-2999: Classified Personnel
Salaries Supplemental and
Concentration \$15,787

Statutory -Summer School 3000-
3999: Employee Benefits
Supplemental and Concentration
\$14,365

Supplies and Materials 4000-
4999: Books And Supplies
Supplemental and Concentration
\$2,525

Rental, Leases, & Repairs 5000-
5999: Services And Other
Operating Expenditures
Supplemental and Concentration
\$0

Study Trips TK-8 5000-5999:
Services And Other Operating
Expenditures Supplemental and
Concentration \$45,086

Salaries - BOB Books Event
1000-1999: Certificated

		Personnel Salaries Supplemental and Concentration \$8,000	Personnel Salaries Supplemental and Concentration \$500
		Statutory- BOB Books Event 3000-3999: Employee Benefits Supplemental and Concentration \$1,364	Statutory- BOB Books Event 3000-3999: Employee Benefits Supplemental and Concentration \$50
		Supplies - BOB Books Event 4000-4999: Books And Supplies Supplemental and Concentration \$1,016	Supplies - BOB Books Event 4000-4999: Books And Supplies Supplemental and Concentration \$0
		Prof/Consult - BOB Book Event 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$9,800	Prof/Consult - BOB Book Event 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$225
		Elective Enrichment & PM Tutoring 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$61,533	Elective Enrichment & PM Tutoring 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0
		Statutory Elective Enrichment & PM Tutoring 3000-3999: Employee Benefits Supplemental and Concentration \$10,240	Statutory Elective Enrichment & PM Tutoring 3000-3999: Employee Benefits Supplemental and 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.

Implementation of CCSS through standards-based curriculum has been achieved and is verified by regular administrative classroom visits and walkthroughs. Teachers and staff have continued to participate in supplemental professional development opportunities at school sites as well as at the district office in district-wide opportunities. Interventions at all school sites designed to accelerate student learning are implemented on a regular basis at all sites for students are behind grade level standards based on diagnostic and formative data. Summer school enrollment continues to grow in the number of students receiving supplemental academic and extracurricular services that contribute to their learning and overall experience. English Learners continue to be monitored on a regular

basis and were served in supplemental intervention groups as well as given designated and integrated ELD every day. After school tutors were implemented, but teachers and administration especially commended the impact of utilizing retire teacher tutors to work directly with small groups of students needed additional/supplemental academic support. In addition, our consultant (Dr. Akhavan) was strongly commended by teachers as providing the necessary skills needed for them to actively provide supplementary small group instruction.

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

We strongly feel that our actions and services have been effective in meeting our goal. We are effectively implementing California State Standards in English-Language Arts and Mathematics as per administrative classroom observations and walkthroughs. The use of a contracted curriculum, instruction, and assessment consultant was very effective as per teacher and administrator feedback as well as formative and diagnostic local data. Dr. Akhavan (our consultant) was able to meet with all school sites on multiple occasions. She was effective in supporting grade levels and teachers at all sites and debriefed teachers and small groups. She gave necessary realistic feedback that was used to improve teaching and learning. Staff effectively identified all English Learners as Tier II students to better support their progress and learning. Additionally, our new (beginning) teachers were effectively supported by teachers on special assignment (TOSAs) on a regular basis as they were used extensively by the administration at each school site. School and grade level district professional development among specialists, teachers, aides, and other classified staff have been effective as measured by participation rates and as evidenced by administrative walkthroughs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Supplemental materials and supplies were purchased, but not in the amount budgeted. This is because many teachers are moving away from traditional supplemental materials and using more digital/electronic resources as well as supplemental materials embedded within our new McGraw Hill English-language arts and math curriculum.

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.

As a result of analyzing our LCAP, stakeholders deem it necessary to reorganize and rewrite our current goals to better address our district priorities that serve our students and staff. We did not plan to contract with Dr. Akhavan for curriculum and instructional support; however, as per stakeholder feedback, the district plans on continuing her consulting services to increase and improve teaching and learning. School City is being eliminated as it is no longer deemed necessary as per stakeholder feedback. Instead, we will use CAASPP interim assessments and other local formative assessments.

We are consolidating our goals from the 2017-2018 school year in order to systematically streamline actions and services that will enable us to more broadly improve and increase support for teaching and learning. Generally speaking, we are moving to combine goals 1 and 5 into one goal, goals 2,3, & 4 into another goal, and adding a new goal on focused on student achievement. As a result of this major reworking of the LCAP, goals were reduced from five to three, and action items were reduced from 21 to 13. The action items found in Goal 1 have been moved to Goal 1, Goal 2 or or Goal 3 in the 2018-19 LCAP. For example, action items referring to implementation of CCSS are now found in Goal 3, while action items related to measuring or supporting student achievement are found in Goal 1. In addition, some action items in the 2017-18 LCAP were combined with others for simplicity and others were

eliminated due to redundancy. Revising goals with broader, more generalized goals will allow greater flexibility and utilization of Supplemental and Concentration funding. In addition, revising goals have simplified the LCAP and reduced the size of the document, thus making it easier to read and building transparency and trust.

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

Decrease the number of suspensions for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)

Local Priorities: Provide a positive, supportive and safe school environment for students and staff

Annual Measurable Outcomes

Expected

17-18

State Priority 6: School Climate

A. Suspension Rates – 2016-17 suspension rate = 6.3%. Will strive for 5.% reduction in suspension rate.

B. Will strive for an Expulsion Rate: 0

C. California Healthy Kids Survey - students will be given to 5th and 7th grade students yearly.

- Students surveyed indicated feeling of a sense of safety and school connectedness, and will remain the district focal point.
- Will increase 3% of students feeling a sense of safety and school connectedness.
- Will increase 3% of students feeling a sense of safety and school connectedness.

Actual

State Priority 6: School Climate

A. Suspension Rates – 2017-18 suspension rate remained at 6.3%, the same as 2016-17. No change.

B. The district had four expulsions in 2017-18, the same as in 2016-17. No change.

C. California Healthy Kids Survey, 2017

Data collected in 2017 was reported differently than the previous data from 2015, so comparisons for growth or change are unable to determine if the growth targets were met.

5th grade students

- 91% - School Connectedness (students reporting a moderate or high sense of school connectedness)
- 77% - School Safety (students reporting feeling safe at school most or all of the time)

7th grade students

Expected

Actual

- 85% - School Connectedness (students reporting a moderate or high sense of school connectedness)
- 48% - School Safety (students reporting feeling safe or very safe at school)

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. The District will provide professional development for staff on Positive Behavior Intervention (PBIS) strategies at all school sites. <ul style="list-style-type: none"> • Safe School Ambassadors • Circle of Friends Activities • Program stipends for teacher 	1. The District provided professional development for staff on Positive Behavior Intervention (PBIS) strategies at all school sites. <ul style="list-style-type: none"> • Safe School Ambassadors • Circle of Friends Activities • Program stipends for teacher 	Salary - Circle of Friends & SSA 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$22,798	Salary - Circle of Friends & SSA 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$8,810
		Salary - Circle of Friends & SSA 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,400	Salary - Circle of Friends & SSA 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$145
		Statutory - Circle of Friends & SSA 3000-3999: Employee Benefits Supplemental and Concentration \$4,164	Statutory - Circle of Friends & SSA 3000-3999: Employee Benefits Supplemental and Concentration \$1,240
		Supplies - Circle of Friends & SSA 4000-4999: Books And Supplies Supplemental and Concentration \$3,500	Supplies - Circle of Friends & SSA 4000-4999: Books And Supplies Supplemental and Concentration \$1,718
		Services - Circle of Friends & SSA 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,300	Services - Circle of Friends & SSA 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2. The District will develop alternatives to suspension, including Restorative Practices. <ul style="list-style-type: none"> Alternative To Suspension: support services PBIS Contract - Heather Robins- PBIS Professional Development PBIS Training 	2. The District developed and maintained alternatives to suspension, including Restorative Practices. <ul style="list-style-type: none"> Alternative To Suspension: support services District Contracted with Heather Robins for PBIS Professional Development PBIS Training 	Salary-PBIS 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$8,400 Salary-PBIS 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,600 Statutory-PBIS 3000-3999: Employee Benefits Supplemental and Concentration \$1,842 Supplies-PBIS 4000-4999: Books And Supplies Supplemental and Concentration \$8,800 PBIS-Prof Consultant - Heather Robbins 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$22,000	Salary-PBIS 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,300 Salary-PBIS 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,340 Statutory-PBIS 3000-3999: Employee Benefits Supplemental and Concentration \$645 Supplies-PBIS 4000-4999: Books And Supplies Supplemental and Concentration \$7,335 PBIS-Prof Consultant - Heather Robbins 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$20,952

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3. The District will offer Parent Project training programs at all school sites.	3. The District offered Parent Project training programs at all school sites.	Parent Project 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,844 Services/Consulting 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$250	Parent Project 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0 Services/Consulting 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$0

Statutory 3000-3999: Employee Benefits Supplemental and Concentration \$402

Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$750

Statutory 3000-3999: Employee Benefits Supplemental and Concentration \$0

Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4. Under the supervision of the Director of Support Services, the district employees 4- FTE School Psychologist and 1 (.5 FTE) Program Specialist to support and meet the social/emotional needs of general education, special education, foster, English Learners and homeless students by providing counseling, behavior interventions, crisis response, and parent/teacher consultation. District will add an extra school nurse to address health needs of students. (See Goal 3)	4. Under the supervision of the Director of Support Services, the district maintained the addition of 4 School Psychologist and 1 (.5 FTE) Program Specialist to support and meet the social/emotional needs of general education, special education, foster, English Learners and homeless students by providing counseling, behavior interventions, crisis response, and parent/teacher consultation. District also add an extra school nurse to address health needs of students.	Salaries of Psychologist, School Nurse, Speech Pathologist, Extra SPED Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$753,834 Statutory - Psychologist, School Nurse, Speech Pathologist, Extra SPED Teacher 3000-3999: Employee Benefits Supplemental and Concentration \$327,481	Salaries of Psychologist, School Nurse, Speech Pathologist, Extra SPED Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$710,786 Statutory - Psychologist, School Nurse, Speech Pathologist, Extra SPED Teacher 3000-3999: Employee Benefits Supplemental and Concentration \$304,564

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5. Campus Safety Supervisor and Behavior Specialists position will continue to provide district support for school safety, truancy monitoring, and support for student behavior intervention.	5. Campus Safety Supervisor and Behavior Specialists position continued to provide district support for school safety, truancy monitoring, and support for student behavior intervention.	Salary - Campus Safety Supervisor 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$21,777 Salary - Behavior Specialist 2000-2999: Classified Personnel	Salary - Campus Safety Supervisor 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$19,271 Salary - Behavior Specialist 2000-2999: Classified Personnel

		Salaries Supplemental and Concentration \$69,086	Salaries Supplemental and Concentration \$62,925
		Statutory - Campus Security & Behavior Specialists 3000-3999: Employee Benefits Supplemental and Concentration \$33,766	Statutory - Campus Security & Behavior Specialists 3000-3999: Employee Benefits Supplemental and Concentration \$24,414

Analysis

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

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

The district implemented the actions and services and achieved our goal of working to reduce student suspensions and keep more students in their learning environment this past school year. All schools are implementing PBIS and all are continuing to build staff capacity and school wide practices that support improving culture climate for which students can thrive. Circle of Friends was successfully implemented at three of the four school sites and earned a CSBA Golden Bell at the 2017 CSBA Annual Education Conference. SSA was implemented at two of the four school sites.

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

Our suspension rate improved by 0.6% for 2016-17, but for 2017-18, the district suspension rate increased but did not change significantly. All district school sites earned PBIS Coalition medals this past year with Highland receiving Gold certification and recognition. All schools expect to grow and build capacity over in the next few years. Our PBIS consultant, Heather Robbins, provided training and worked onsite with school staff as well as our after school staff on three occasions this past year. Additionally, Ms. Robbins provided an evening training with parents to provide support at home in terms of alternative consequences, giving students choice in their behaviors, setting up parameters, and using productive language structures that support positive behavior away from school. Administration at all sites report that parent relationships are better when discussing school expectations as we feel the language is becoming more consistent between home and school. Overall, parent/school relationships have increased district wide as per administrative observation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The budgeted was well utilized and expenditures and the estimated actual expenditures were nearly identical.

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.

As a result of analyzing our LCAP, stakeholders deem it necessary to reorganize and rewrite the goals for 2018-19 to better address our priorities that serve our students and staff. Goal 2 will be combined with Goals 3 & 4 to create a new Goal 2 focused on improving school climate. For example, action items 2.1 and 2.2 implementing SSA, PBIS, and CoF, were combined together into one modified action 2.2 in the revised 2018-19 LCAP. However, in contrast, action item 2.4 was broken up and increased staffing related to student achievement can now be found in action item 1.3 and increased health services in action item 2.4 in the 2018-19 LCAP. In addition, the district is renaming the Parent Project to Parenting Today in order to provide a broader scope for services that will better support parents and students between school and the home environment.

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

Increase student attendance rates, and reduce chronic absenteeism at each school.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities: Provide a positive, supportive and safe school environment for all students and staff

Annual Measurable Outcomes

Expected

17-18

State Priority 5: Pupil Engagement

A. Will strive for 95% or or greater attendance rate.

B. Chronic absenteeism - Standard School District will maintain for chronic absenteeism rates to be below 16%.

C. Will maintain Middle school dropout rate: 0% - based on CALPAD - End of Year Report

D. High school dropout rate: NA for a K-8 district

E. High school graduation rate: NA for a K-8 district

Actual

State Priority 5: Pupil Engagement

A. Our average daily attendance at P2 improved to 93.8% for 2017-18.

B. Chronic absenteeism remains high but improved slightly, from 20.6% to 20.5%.

C. Maintained Middle school dropout rate: 0% - based on CALPAD - End of Year Report

D. High school dropout rate: NA for a K-8 district

E. High school graduation rate: NA for a K-8 district

Actions / Services

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

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

1. School Resource Officer (SRO) contract with KC Sheriff Deputy will continue to provide district support for school safety, truancy monitoring, and to provide support for student behavior and intervention.

1. School Resource Officer (SRO) maintained a contract with KC Sheriff Deputy to provide district support for school safety, truancy monitoring, and to provide support for student behavior and intervention.

KC Sheriff 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$121,775

Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$100

KC Sheriff 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$121,775

Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$0

Action 2

Planned Actions/Services

2. Student Attendance Review Board will meet at least quarterly to address student attendance issues and to provide support to students and parents. The School Nurse will be at all SARB meetings to support student health issues.

Actual Actions/Services

2. Student Attendance Review Board continued to meet quarterly to address student attendance issues and to provide support to students and parents. The School Nurse will be at all SARB meetings to support student health issues.

Budgeted Expenditures

Supplies - SARB 4000-4999: Books And Supplies Supplemental and Concentration \$500

Services - SARB 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,500

Estimated Actual Expenditures

Supplies - SARB 4000-4999: Books And Supplies Supplemental and Concentration \$25

Services - SARB 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$750

Action 3

Planned Actions/Services

3. Incentive funding to encourage student attendance will be included in each school site budget.

Actual Actions/Services

3. Incentive funding was used in the schools to encourage and improve student attendance.

Budgeted Expenditures

Supplies and Materials - Attendance Incentives 4000-4999: Books And Supplies Supplemental and Concentration \$12,250

Services-Attendance Incentives 5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$1,100

Services/Consulting - Attendance Incentives 5800: Professional/Consulting Services And Operating Expenditures

Estimated Actual Expenditures

Supplies and Materials - Attendance Incentives 4000-4999: Books And Supplies Supplemental and Concentration \$10,662

Services-Attendance Incentives 5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$0

Services/Consulting - Attendance Incentives 5800: Professional/Consulting Services And Operating Expenditures

		Supplemental and Concentration \$2,100	Supplemental and Concentration \$0
		Supplies Attendance Incentives 4000-4999: Books And Supplies Supplemental and Concentration \$1,000	Supplies Attendance Incentives 4000-4999: Books And Supplies Supplemental and 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.

Action and services were implemented as indicated. Attendance was a focus for the year. Each school implemented attendance incentives, measured attendance monthly and celebrated successes. The district average daily attendance increased to 93.8% and chronic absenteeism decreased slightly by 0.1%.

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

Our average daily attendance did improve but did not reach our goal of 95%. However, incremental growth is occurring and we feel that our actions and services developed around attendance were effective. Additionally, we feel that attendance incentives and competitions helped improve attendance rates. The School Resource Officer engaged in community outreach to ask about questions and or explore the needs of stakeholders. Furthermore, our SRO assisted in communicating the importance of regular attendance at school. Regularly scheduled SARB meetings were effective as attendance contracts were drawn up for those students who were chronically absent.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was little difference in the budgeted expenditures and the estimated actual expenditures. Some of the amounts budgeted for attendance incentives were not purchased or utilized because other strategies were working.

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.

As a result of analyzing our LCAP, stakeholders deem it necessary to reorganize and rewrite the LCAP Goals for 2108-19 to better address the priorities that serve our students and staff. All of the actions listed above in Goal 3 have been combined together and can be found in Goal 2, Action 5, in the revised 2018-19 LCAP.

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 4

Provide safe, well maintained and age-appropriate play areas and equipment that will promote the physical, social and emotional well-being of all students.

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Provide a positive, supportive and safe school environment for all students and staff

Annual Measurable Outcomes

Expected

Actual

17-18
State Priority 1: Basic Services
A. Will strive to achieve 100% appropriately assigned and fully credentialed teachers.
B. Maintain student access to instructional materials: 100% compliance on Williams.
C. Williams Overall Facility Rate will strive for all school facilities to achieve good or higher on the Facility Inspection Tool (FIT) Report.

State Priority 1: Basic Services
A. 100% of Teachers appropriately assigned and an estimated 90% are fully credentialed
B. 100% of pupil have access to standards-aligned materials
C. Standard School District schools received 'Good' or higher on the Facility Inspection Tool (FIT) Report for 2017-18.

Expected

17-18

State Priority 8: Pupil Outcomes

A. Renaissance Learning Star Assessments

- Will strive to increase Post-NCE%tile scores on STAR Reading and Math by 3% or higher.
- 95% of all students in grades 4 to 8 will be monitored quarterly on the STAR Math assessment.
- Will strive for students' Post NCE%tile scores on Star Reading and Star Math to increase by 3%.

B. The Dynamic Indicators of Basic Early Literacy Skills

- Will strive for students to increase by 3% on the Accumulate Composite DIBELS assessments

C. Base-line scores for Curriculum-based Benchmark Scores:

- Will strive for students to increase scores in the Met or Exceed Standard levels on core ELA and Math benchmarks by 3%.
- Will strive for 100% participation on End of Year Benchmark Assessment for ELA and Math.

Actual

State Priority 8: Pupil Outcomes

A. Renaissance Learning Star Assessments - During the school year, we changed from NCE% to Student Growth Percentiles (SGP). SGP compares a student's growth to that of his or her academic peers nationwide. SGPs indicates what kind of progress a student is making and whether the student's growth is more or less what is expected. We will use school-wide SGPs to measure a school's growth and compare to the national median growth for comparison purposes.

2017-18 SGP Data By School Sites:

- HES = 50%; Median = 52%
- SES = 36%; Median = 45%
- WES = 41%; Median = 50%
- SMS = 30%; Median = 46%

B. DIBELS assessment was used by staff for formative data. The District will investigate the use of DIBELS as a local indicator for growth in 2018-19.

C. The Curriculum-based Benchmark assessment was discontinued during the 2017-18 year. The District will select a different local assessment n for 2018-19.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Safe and age appropriate play areas will be maintained. Superintendent and Assistant Superintendent will work with site principals and parent clubs to develop budgets to maintain existing and/or purchase new playground equipment	1. Safe and age appropriate play areas were maintained. District administration worked with site principal and parent club to install new playground equipment at Standard Elementary School.	Playground equipment and instalation 6000-6999: Capital Outlay Supplemental and Concentration \$75,000	Playground equipment and instalation 6000-6999: Capital Outlay Supplemental and Concentration \$55,096

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2. Maintain four utility workers added to maintain play areas and school grounds.	2. Maintain four utility workers added to maintain play areas and school grounds.	Salary 2000-2999: Classified Personnel Salaries Base	Salary 2000-2999: Classified Personnel Salaries Base
		Statutory 3000-3999: Employee Benefits Base	Statutory 3000-3999: Employee Benefits Base

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3. Emergency kits will be maintained at all district sites.	3. Maintained classroom emergency kits at all district sites.	Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,800	Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0
		Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$500	Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$0
		Statutory 3000-3999: Employee Benefits Supplemental and Concentration \$449	Statutory 3000-3999: Employee Benefits Supplemental and Concentration \$0
		Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$2,216	Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$0
		Services/Consulting 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,035	Services/Consulting 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4. Deferred Maintenance Projects to address safety concerns: Carpeting, HVAC, fencing,	4. Deferred Maintenance Projects to address safety concerns: carpeting, HVAC, fencing, painting,	Deferred Maint. 7000-7439: Other Outgo Supplemental and Concentration \$185,000	Deferred Maint. 7000-7439: Other Outgo Supplemental and Concentration \$185,000

painting, general maintenance of facilities

and general maintenance of facilities.

Analysis

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

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

All of the actions and services were implemented to provide safe, well maintained and age-appropriate play areas and equipment that will promote the physical, social and emotional well-being of all students. District administration worked with site principal and parent club to install new playground equipment at Standard Elementary. Unsafe trees taken out and new trees planted at Highland.

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

All of the actions and services were implemented to provide safe, well maintained and age-appropriate play areas and equipment that will promote the physical, social and emotional well-being of all students. SMS Modernization improved quality of services.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The estimated actual expenditures matched the budgeted expenditures.

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

As a result of analyzing our LCAP, stakeholders deem it necessary to reorganize and rewrite the goals for 2018-19 to best address and better serve our students and staff. Goal 4 has been merged with Goals 2 & 3 to create a new Goal 2 for 2018-19 that will improve transparency with staff and community stakeholders.

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 5

District is moving toward the goal of a 1:1 computer initiative by 2018; all district students in grades K-8 will have a personal computer to use in the classroom. Current computers available for TK-2 will increase 1 device for 6 students. Current computers available for 3rd - 8th grade students; 1:1. Technology will be used in all classrooms; Grades: K-2, 20% and Grades; 3-8, 60% of the instructional day. District staff, certificated and classified will increase knowledge of technology by attending workshop. Parent information, classes and evaluations about classroom technology will be presented at District Advisory Committee and District English Language Advisory Committee and at Parent Night Tech meetings. Student and staff devices to be update in a replacement cycle that began 2016-17.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 7: Course Access (Conditions of Learning)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	

Annual Measurable Outcomes

Expected

17-18

State Priority 4: Pupil Achievement

A. State-wide Assessments-Will strive for 100% participation on the CAASPP.

English Language Arts (ELA)-Will strive for students to score 28% on Standard Met or Standard Exceeded performance levels on the 2016-17 ELA CAASPP

Math -Will strive for students to score 18% on Standard Met or Standard Exceeded performance levels on the 2016-17 Math CAASPP.

Expectations for Physical Fitness Testing: Grades 5 and 7 Physical Fitness Testing:

- Will strive for 5th grade students score 70% on HFZ.
- Will strive for 7th grade students score 68% on HFZ.

Expectations for 5th and 8th Grade Science-Piloted CAST Assessment for 2017-18

B. Academic Performance Index (API) - 2013 data N/A.

C. Successfully complete A-G courses: N/A for a K-8 district.

D. EL students making progress towards English Proficiency-Will strive for ELL Dashboard Reports growth to move to Orange Level for 2017-18

E. Will strive to increase the English Learners Reclassification rate 26% or higher in 2017-18

F. Passed AP exam: N/A for K-8 districts.

G. Early Assessment Program: N/A for K-8 districts.

Actual

State Priority 4: Pupil Achievement

A.State-wide Assessments- We achieved 99.42% participation on the CAASPP.

English Language Arts (ELA) - Students scored 27% on Standard Met or Standard Exceeded performance levels on the 2017-18 ELA CAASPP

Math - Students scored 17% on Standard Met or Standard Exceeded performance levels on the 2017-18 Math CAASPP.

Physical Fitness Testing Results: Cumulative 2017-18 Healthy Fitness Zone (HFZ) scores Standard School District:

- 5th grade students: 72.8%; increase of 5.6% in HFZ.
- 7th grade students: 71.8%; a decrease of 5.8% in HFZ.

Expectations for 5th and 8th Grade Science -Piloted CAST Assessment for 2017-18

B. Academic Performance Index (API) - 2013 data N/A.

C. Successfully complete A-G courses: N/A for a K-8 district.

D. Dashboard Reports ELL performance is at Orange Level for 2017-18. ELs were identified in the low or very low status level (60.8%). The EL student group declined in change level (-6.1%).

E. English Learners Reclassification rate (IFEP/EL) = 16.5% in 2017-18, an increase of nearly 10%!

F. Passed AP exam: N/A for K-8 districts.

G. Early Assessment Program: N/A for K-8 districts.

Expected

17-18

State Priority 7: Course Access

- A. Maintain 100% of students that have access to a broad course of study offered by district.
- B. Maintain 100% of unduplicated pupils that are provided with programs and services based on state standards and student needs as indicated by local assessments.
- C. Maintain 100% of students with exceptional needs are provided programs and services that are based on IEP, state standards, and student needs as indicated by local assessments

17-18

State Priority 8: Pupil Outcomes

A. Renaissance Learning Star Assessments

- Will strive to increase Post-NCE%tile scores on STAR Reading and Math by 3% or higher.
- 95% of all students in grades 4 to 8 will be monitored quarterly on the STAR Math assessment.
- Will strive for students' Post NCE%tile scores on Star Reading and Star Math to increase by 3%.

B. The Dynamic Indicators of Basic Early Literacy Skills

- Will strive for students to increase by 3% on the Accumulate Composite DIBELS assessments

C. Base-line scores for Curriculum-based Benchmark Scores:

- Will strive for students to increase scores in the Met or Exceed Standard levels on core ELA and Math benchmarks by 3%.
- Will strive for 100% participation on End of Year Benchmark Assessment for ELA and Math.

Actual

State Priority 7: Course Access

- A. 100% of students had access to and were enrolled in a broad course of study offered by the district.
- B. 100% of students had access to and were enrolled in programs/services for unduplicated students based on student needs and/or local assessments.
- C. 100% of students had access to and were enrolled in programs/services for students with exceptional needs as determined in their IEPs or 504 plans. The district has implemented inclusion practices and trained all teachers on Universal Design for Learning (UDL).

State Priority 8: Pupil Outcomes

- A. Renaissance Learning Star Assessments - During the school year, we changed from NCE% to Student Growth Percentiles (SGP). SGPs indicates what kind of progress a student is making and whether the student's growth is more or less what is expected.

2017-18 SGP Data By School Sites

- HES = 50%; Median = 52%
- SES = 36%; Median = 45%
- WES = 41%; Median = 50%
- SMS = 30%; Median = 46%

- B. DIBELS assessment was used by staff for formative data, not summative data as in prior years. The District will determine how DIBELS will be used as a local indicator for growth in the future.

- C. The Curriculum-based Benchmark assessment was discontinued during the 2017-18 year. The District will select a different local assessment for 2018-19

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

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
1.Replace computers; Upgrade/replacement 1:1 student devices for 2nd, 3rd and 7th grade, including necessary infrastructure purchases to support device implementation and additional student devices to grades K and 1.	1.Replaced student devices for 2nd, 3rd and 7th grades, including necessary infrastructure purchases to support device implementation and additional student devices to grades K and 1.	Personal Device Laptop/Chrome 4000-4999: Books And Supplies Supplemental and Concentration \$372,880	Personal Device Laptop/Chrome 4000-4999: Books And Supplies Supplemental and Concentration \$26,000
		Tech Staff Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$42,115	Tech Staff Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$42,115
		Statutory - Tech Staff 3000-3999: Employee Benefits Supplemental and Concentration \$5,810	Statutory - Tech Staff 3000-3999: Employee Benefits Supplemental and Concentration \$5,810
		Tech Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$20,000	Tech Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$20,000
		Tech Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$16,924	Tech Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$16,924
		Tech Outlay 6000-6999: Capital Outlay Supplemental and Concentration \$150,000	Tech Outlay 6000-6999: Capital Outlay Supplemental and Concentration \$120,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.Update district staff computers, doc cameras and other technology equipment.	2.Updated district staff computers, document cameras and other technology equipment.	Auditorium Sound System 4000-4999: Books And Supplies Supplemental and Concentration \$5,000	Auditorium Sound System 4000-4999: Books And Supplies Supplemental and Concentration \$0
		Tech Supplies and Services 4000-4999: Books And Supplies Supplemental and Concentration \$6,977	Tech Supplies and Services 4000-4999: Books And Supplies Supplemental and Concentration \$6,977

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3. Technology staff to maintain district technology functions. Technology Technicians, Network Systems Manager to assist in new technology and support for device management.	3. Maintained district technology staff and district technology functions. Network Systems Manager and Technology Technicians maintained student and staff devices, supported integration of educational programs and ensured student and teachers has access to all educational software programs.	Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$103,828 Statutory 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$62,810	Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$89,828 Statutory 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$53,810

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4. Certificated staff will take Google classes for technology certification. Educational Technology Mentors will lead professional development in technology.	4. Certificated staff participated in Google classes for technology certification and professional development led by Educational Technology Mentors.	Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$47,500 Statutory - Ed Tech Mentors 3000-3999: Employee Benefits Supplemental and Concentration \$8,329	Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$44,345 Statutory - Ed Tech Mentors 3000-3999: Employee Benefits Supplemental and Concentration \$8,029

Analysis

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

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

All of the actions and services were implemented to achieve the goal. Recently adopted ELA/math curricula have many digital components allowing staff and students to use Chromebooks regularly for learning. Tech paraprofessionals are available at each school site upon request. Google Suite is being utilized regularly as an effective method for collaboration among grade levels, school sites and between school sites and the district office. Teacher and student use of technology is increasing as observed by administrative walkthroughs as well as examining the analytics of internet-based educational software. After school students have Chromebooks and access to digital resources for students to use in order to complete homework and class projects.

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

The District has met the goal of our 1:1 computer initiative and all district students in grades 1-8 will have a personal computer to use in the classroom; K/TK will have 1:4 ratio. Technology is used in all classrooms during the instructional day. District staff, certificated and classified have increase knowledge of technology by attending workshop presented by TOSAs and the Ed Tech Mentors, and by attending workshops. Parent information, classes and evaluations about classroom technology were presented at Regular Board Meeting, District Advisory Committee and District English Language Advisory Committee, Back to School Nights and at Parent Night Tech meetings. Damaged Chromebooks are repaired or replaced as needed. Student and staff devices are on a three to four year replacement cycle and are updated regularly.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Most of the budgeted expenditures met the estimated actual expenditures. Funds for the student replacement computers were provided from Title I funding and this reduced the amount of funding needed from supplemental and concentration funds.

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.

As a result of analyzing our LCAP, stakeholders deem it necessary to reorganize and rewrite our 2018-19 goals in order to best address our priorities and better serve our students and staff. Goal 5 has been combined with Goal 1 and to become the new Goal 3 in the 2018-19 LCAP. Goal 3 will focus on implementing CCSS and 21st Century learning skills. All of the actions listed above in Goal 5 were combined into one action item (Action 3.3). Stakeholders recommended combining technology and digital resources with curriculum and instruction because these areas are integral to implementing CCSS and 21st century learning skills. The new goals for 2018-19 are broader and more comprehensive which allow for greater flexibility and utilization of Supplemental and Concentration funding. In addition, the revised goals simplify the LCAP and reduce the size of the document, thus making it easier to read and be understood by our stakeholders.

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

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

District Advisory Council - District LCAP Oversight Committee

Parents and DELAC parents, school board trustees, employees and community members from several of the groups listed below, make up the District Advisory Council (DAC). The DAC represents the stake-holders from each of the target population areas represented in the Local Control and Accountability Plan (LCAP). The DAC committee will oversee the development and evaluation of the LCAP. DAC and District English Language Advisory Committee (DELAC) met several times throughout the year to review and evaluate the 2017-18 LCAP. Committee member were given reports by District and Site Administrators on the progress of the plan. During these meetings, committee members heard about progress and concerns and ideas were generated to address barriers to successes and effective programs. Committee members had the opportunity to offered suggestions on programs and services to improve the LCAP. This collaborating process carried suggestions and evaluations of plan's goals and actions between the various groups, generating new proposals that were requested to be added to the 2018-19 LCAP.

District Advisory Committee (DAC) Meeting – LCAP Review and Evaluation September 20, 2017

The 2017-18 Local Control Achievement Plan was the topic of the District Advisory Council. District administration presented the LCAP goals, expected outcomes and annual budget for the 2017-18 school year. This meeting was attended by parents, DELAC parents, Special Education parents, K-8 General Education teachers, Special Education teachers, Representatives from Bargaining Units and District and School Site Administrators.

DAC Dates for LCAP Input and discussion: 9/2/17, 12/6/17, 3/7/18 & 5/24/18

District English Language Advisory Committee (DELAC) – LCAP Review and Evaluation - February 9, 2018

District administration reviewed the goals and expected outcomes for the 2017-18 LCAP and collected input for the 2018-19 LCAP. Parents attending represented all four district schools.

DELAC Dates: 9/29/17, 2/9/18, 3/16/18 & 5/18/18 LCAP Input and discussion.

LCAP Input Dates - Stakeholders were asked to provide suggestions for improving Student Achievement, School Climate, and Student Engagement and to offer suggestions for items and actions to add to the 2018-19 LCAP as well as to evaluation the goals and action of the 2017-18 LCAP Plan. Stakeholders provided input on revised LCAP goals for 2018-19

Staff Surveys were conducted on 2/9/18 for LCAP Input using a Google form; 98% of the certificated staff participated in the LCAP input surveys.

Staff Meetings: 1/23/18, 2/27/18 & 5/15/18 – Highland Elementary; 1/16/18, 2/27/18 & 5/8/18 – Standard Elementary; 2/6/18 & 4/30/18 – Standard Middle School; 1/23/18, 2/27/18 & 4/30/18 – Wingland Elementary

2/2/18, 2/7/18 & 2/13/18 – Classified Meetings: Staff surveys (hard copies) were distributed and discussed at meetings - Maintenance and Bus Drivers, Cafeteria, X-Factor, Library Aides, Intervention Aides, SPED Aide, Supervision Aides, Custodians/Utility Workers, Clerical/ /Office Staff, School Nurse, Tech Department, Behavior Specialists, Confidential Staff, Classified Bargaining Unit Representatives

2/5/18, 3/13/18 & 4/23/18 – Principals, Assistant Principal/Program Coordinators; 2/9/18 – Confidential Management; 3/14/18 & 4/18/18 - Ed Tech Mentors. Staff surveys (hard copies) were distributed and discussed at meetings

2/16/18 SMS Student Leadership; 1/18/18 HES School Site Council; 4/26/18 Bargaining Unit input from SEIU & STA. Staff/student surveys (hard copies) were distributed and discussed at meetings

4/24/18 Community Input from Oildale Community Partnership (OCP) & the Oildale Leadership Alliance (OLA). Surveys (hard copies) were distributed and discussed at meetings

1/23/18, 3/13/18, 4/10/18, 5/8/18, 5/19/18, 6/12/18 & 6/20/18 – Board of Trustees

6/4/18 Annual review conducted with administration.

Impact on LCAP and Annual Update

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

Administration gathered input and review of plan goals from multiple sources. Groups varied in structure and size, from focus groups generating ideas about barriers to successes and effective programs, to working groups prioritizing lists of suggested programs and services. This collaborating process carried suggestions and evaluations of plan's goals and actions between the various groups to other groups and back around again, generating new proposals that were requested to be added to the 2018-19 LCAP Plan. The stakeholders agreed that we should revise the LCAP goals and actions of the 2018-19 LCAP Plan with the proposed items listed below as recommendations, to be added to the 2018-19 LCAP Plan. Revising goals with broader, more generalized goals will allow greater flexibility and utilization of Supplemental and Concentration funding. In addition, revising goals will simplify the LCAP and reduce the size of the document, thus making it easier to read and building transparency and trust.

Program Changes:

Eliminating School City – The program has become obsolete.

Discontinue Lexia at SMS – Currently only SMS students in special education classes use Lexia, and the cost exceeds the benefits for this program.

New Additions to Certificated and Classified Staff:

School Counselor, SMS

Teacher, PE, SMS (this will provide a full-time PE teacher to elementary schools)

Teacher, Elective, SMS (reducing teachers teaching on their prep)

Teacher, 6th grade, SMS

Teacher, TK at SES

Psychologist (replacing Intern)

Program Specialist (full-time)

Behavior Specialist (3 @ full-time)

Family Advocate (full-time)

LVNs (4 @ 5.75 hrs – one LVN for each school site; replaces one full-time LVN)

Teacher, Spec Ed, M/M

Special Education Instruction Aide, 5.75 hrs

X-Factor Site Leaders as District employees

Additional Bus Driver (add stops for SES, WES, and SMS; reduce overcrowding on buses)

Evening Custodians (3 @ 4 hours – one for each elementary site)

New Programs:

AVID program at Standard Middle School

Foster Focus – Foster Youth support and data tracking

Electronic Hall Pass for SMS

The priorities identified above are included in the District's budget and investments for targeted student populations are identified on subsequent pages of this document. Specifically, the LCFF investment priorities reflect the feedback received from stakeholders and student data, and are tied to the academic data and needs of our students. Investments are further detailed in subsequent pages.

The superintendent did not have any stakeholder questions; therefore, no letters of respond to questions were necessary for the 2018-19 LCAP.

Goal 1 – Increase student achievement.

The district will provide for increased student achievement through effective instruction, tiered intervention and strong social-emotional systems and programs to support students.

- Priority Goal 4- Pupil Achievement
- Priority Goal 8- Pupil Outcomes

Goal 2 – Maintain a positive school climate.

The district will provide a safe, healthy and positive learning environment with opportunities for stakeholders to be welcomed and engaged in the learning process.

- Priority Goal 1 - Basic Service, instructional materials
- Priority Goal 3 - Parent Engagement
- Priority Goal 5 - Pupil Engagement
- Priority Goal 6 - School Climate

Goal 3 – Implement a rigorous curriculum.

The district will provide full implementation of CCSS and access to technology to promote 21st century learning skills.

- Priority Goal 2 - Implementation of CCSS
- Priority Goal 7 – Course Access

Public Hearings and LCAP Plan Adoption

The preliminary draft LCAP was shared with the public, DAC on May 24, 2018 and DELAC on May 18, 2018. The group representatives were invited to give comments at these meetings.

The LCAP draft and budget was presented to the Board on June 12, 2018 for a public hearing. There were no submitted questions from any of the LCAP public presentation or from the June 12, 2018 Public Hearing about therefore, Superintendent Meyers did not need to issue any written responses. Final LCAP draft and budget was presented to the School Board on June 20, 2018 for adoption.

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)

New Goal

Goal 1

Increase Student Achievement. The District will provide for increased student achievement through effective instruction, tiered intervention and strong social-emotional systems and programs to support students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Student performance on CAASPP is below the Kern County average and well below the state average. In order to close the achievement gap, students in Standard School District must increase their performance on statewide assessments.

The unduplicated students in the Standard School District have unique needs and many of them experience circumstances that can be barriers to learning or interfere with acquiring a quality education.

Some of limiting factors that constitute high risk for our students are as follows:

- Generational poverty;
- Multiple family and multi-generational dwellings;
- Relatives care for many of our students - grandparents and or extended family as primary care giver;
- Foster students and group homes throughout the district;
- Parent education levels are below Kern County average;
- School boundaries include areas of very high crime, including the highest violent and property crimes rates in Bakersfield, which has an overall crime rate that is 76% higher than national average;
- Conflicts are often solved in ways that are not healthy or productive;
- Students are exposed to traumatic situations in the home and community;
- Students and parents/guardians often develop street smarts in order to survive;

- Parent/guardian and student assumptions are that others do not have good intentions toward them and or their situations – often defensive or abrasive;
- Mistrust of institutions because institutions have failed them before - negative past experiences of care providers;
- Some students lack trusting relationships with those in positions of authority;
- Parents/guardians tend to be loyal to community, but respect must be earned - difficult for school staff to establish trust and earn their respect;
- Parents/guardians lack access to personal vehicles resulting in many students that have never traveled outside their neighborhood in Oildale; and
- Students lack cultural proficiency.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority 4: Pupil Achievement	State Priority 4: Pupil Achievement	State Priority 4: Pupil Achievement	State Priority 4: Pupil Achievement	State Priority 4: Pupil Achievement
A. State-wide Assessments	A. State-wide Assessments CAASPP 2016-17 Participation Rate: 98.19%.	A. State-wide Assessments CAASPP 2017-18 Participation Rate: 99.42%.	A. State-wide Assessments CAASPP - We will strive for better than 99% participation	A. State-wide Assessments CAASPP - We will strive for better than 99% participation
B. Academic Performance Index	ELA 2015-16: 25.3% of students scored at Standard Met or Standard Exceeded Math 2015-16: 15% of student scored at Standard Met or Standard Exceeded	ELA 2016-17: 27% of students scored at Standard Met or Standard Exceeded Math 2016-17: 17% on Standard Met or Standard Exceeded	ELA 2017-18: Strive to score 29% on Standard Met or Standard Exceeded Math 2017-18: Strive to score 19% on Standard Met or Standard Exceeded	ELA 2018-19: Strive to score 31% on Standard Met or Standard Exceeded Math 2018-19 :Strive to score 21% on Standard Met or Standard Exceeded
C. Successfully complete A-G courses	CA Science Test (CST) 2015-16 Results: 5th grade - 42% of students meet or exceed standards	CA Science Test (CAST) - Piloted CAST Assessment for 2017-18	CA Science Test (CAST) - Baseline for 2017-18 - TBD	CA Science Test (CAST) - Growth % for 2019-20 will be based on 2018-19 Baseline scores
D. EL students making progress towards English Proficiency	8th grade: 40% of students meet or exceed standards			
E. English Learners Reclassification				
F. Passed AP exam		B. Academic Performance Index (API) - 2013 data N/A.	B. Academic Performance Index (API) - 2013 data N/A.	B. Academic Performance Index (API) - 2013 data N/A.
G. Early Assessment Program				

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>B. Academic Performance Index (API) - N/A.</p> <p>C. A-G courses: N/A for a K-8 district.</p> <p>D. EL Progress Toward English Proficiency. Dashboard Reports revealed a 10% decline on ELL students who made progress toward English Proficiency by moving on performance bands. Using CELDT reports and local ELL records is students grew by 3%.</p> <p>E. English Learners Reclassification rate was 6.67% in 2015-16 and 6.74% in 2016-17.</p> <p>F. Passed AP exam: N/A for K-8 districts.</p> <p>G. Early Assessment Program: N/A for K-8 districts.</p>	<p>C. A-G courses: N/A for a K-8 district.</p> <p>D. EL Progress Toward English Proficiency Dashboard Reports ELL performance is at Orange Level for 2017-18. ELs were identified in the low or very low status level (60.8%). The EL student group declined in change level (-6.1%).</p> <p>E. English Learners Reclassification rate was 16.5% in 2017-18.</p> <p>F. Passed AP exam: N/A for K-8 districts.</p> <p>G. Early Assessment Program: N/A for K-8 districts.</p>	<p>C. A-G courses: N/A for a K-8 district.</p> <p>D. EL Progress Toward English Proficiency We will strive for growth on the Dashboard Report to move to a higher Orange Level for 2018-19.</p> <p>E. We will strive to increase the English Learners Reclassification rate of 17% or higher in 2018-19.</p> <p>F. Passed AP exam: N/A for K-8 districts.</p> <p>G. Early Assessment Program: N/A for K-8 districts.</p>	<p>C. A-G courses: N/A for a K-8 district.</p> <p>D. EL Progress Toward English Proficiency We will strive for growth on the ELL Dashboard Reports growth to move to Yellow Level for 2019-20.</p> <p>E. We will strive to increase the English Learners Reclassification rate 18% or higher in 2019-20.</p> <p>F. Passed AP exam: N/A for K-8 districts.</p> <p>G. Early Assessment Program: N/A for K-8 districts.</p>
<p>State Priority 8: Pupil Outcomes</p> <p>A. Renaissance Learning Star Assessments - Student</p>	<p>State Priority 8: Pupil Outcomes</p> <p>A. Renaissance Learning Star Assessments - Student</p>	<p>State Priority 8: Pupil Outcomes</p> <p>A. Renaissance Learning Star Assessments - Student</p>	<p>State Priority 8: Pupil Outcomes</p> <p>A. Renaissance Learning Star Assessments -</p>	<p>State Priority 8: Pupil Outcomes</p> <p>A. Renaissance Learning Star Assessments -</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Growth Percentiles (SGP) indicates the progress a student is making and whether the student's growth is more or less what is expected. We will use school-wide SGPs to measure a school's growth and compare to the national median growth for comparison purposes.</p> <p>B. Physical Fitness Testing - The Healthy Fitness Zones (HFZ) uses objective criteria to evaluate performance for each fitness area (body composition, abdominal strength, and endurance) to represent a level of fitness that offers some protection against the diseases associated with physical inactivity.</p>	<p>Growth Percentiles (SGP) 2017-18 By Schools HES = 50%; Median = 52% SES = 36%; Median = 45% WES = 41%; Median = 50% SMS = 30%; Median = 46%</p> <p>Physical Fitness Testing Results: 2015-16 5th grade students: 67.2% increase of 3.2% in HFZ 7th grade students: 66% a decrease of 9.8% in HFZ</p>	<p>Growth Percentiles (SGP) 2017-18 By Schools HES = 50%; Median = 52% SES = 36%; Median = 45% WES = 41%; Median = 50% SMS = 30%; Median = 46%</p> <p>Physical Fitness Testing Results: 2017-18 5th grade students: 72.8%; increase of 5.6% in HFZ. 7th grade students: 71.8%; a decrease of 5.8% in HFZ</p>	<p>Expected Student Growth Percentiles (SGP) By Schools HES = 52% SES = 38% WES = 43% SMS = 32%</p> <p>Physical Fitness Testing Will strive for 5th grade students score 74% on the HFZ Will strive for 7th grade students score 74% on the HFZ</p>	<p>Expected Student Growth Percentiles (SGP) By Schools HES = 54% SES = 40% WES = 45% SMS = 34%</p> <p>Physical Fitness Testing Will strive for 5th grade students score 76% on the HFZ Will strive for 7th grade students score 76% on the HFZ</p>

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income**Scope of Services:**

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

Schoolwide

Location(s):

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

Specific Schools: Standard Middle School

Actions/Services

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

New Action

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

New Action

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

Unchanged Action

2017-18 Actions/Services**1.1 New Action****2018-19 Actions/Services**

1.1 Increase elective options for middle school students. Implement AVID program at SMS in order to increase student achievement. AVID is a college readiness program designed to help students develop the skills they need to be successful in college and places special emphasis on growing writing, critical thinking, teamwork, organization and reading skills. Update STEM lab with software and equipment compatible with student Chromebooks.

2019-20 Actions/Services

1.1 Increase elective options for middle school students. Implement AVID program at SMS in order to increase student achievement. AVID is a college readiness program designed to help students develop the skills they need to be successful in college and places special emphasis on growing writing, critical thinking, teamwork, organization and reading skills. Update STEM lab with software and equipment compatible with student Chromebooks.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$2500	\$2,750
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries not applicable	1000-1999: Certificated Personnel Salaries Stipend - AVID	1000-1999: Certificated Personnel Salaries Stipend - AVID
Amount	\$0	\$734	\$786
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits not applicable	3000-3999: Employee Benefits Statutory - AVID	3000-3999: Employee Benefits Statutory - AVID
Amount	\$0	\$7,107	\$7,557
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies not applicable	4000-4999: Books And Supplies AVID materials	4000-4999: Books And Supplies AVID materials
Amount	\$0	\$29,500	\$32,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures AVID Travel, dues, consulting services	5000-5999: Services And Other Operating Expenditures AVID Travel, dues, consulting services
Amount	\$0	\$74,648	\$25,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies not applicable	4000-4999: Books And Supplies Pitsco Lab (STEM)	4000-4999: Books And Supplies Pitsco Lab (STEM)
Amount	\$0	\$3,500	\$4,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures not applicable	5000-5999: Services And Other Operating Expenditures Pitsco Lab (STEM)	5000-5999: Services And Other Operating Expenditures Pitsco Lab (STEM)

Amount	\$0	\$22,392	\$29,392
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	6000-6999: Capital Outlay not applicable	6000-6999: Capital Outlay Pitsco Lab (STEM)	6000-6999: Capital Outlay Pitsco Lab (STEM)

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

2017-18 Actions/Services

1.2 Student Progress Monitoring

Changed Local Measures - Discontinued Quarterly Assessments K-5 and eliminated School City; Modified use of Renaissance Learning STAR Reading and Math (now using SGPs) and redirected use of DIBELS to be used as formative data.

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

Modified Action

2018-19 Actions/Services

1.2 Maintain Additional Student Progress Monitoring and dissemination of student progress to stakeholders.

- Renaissance Learning STAR Reading and Math SGPs
- Continue parent information on the implementation of Common

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

Unchanged Action

2019-20 Actions/Services

1.2 Maintain Additional Student Progress Monitoring and dissemination of student progress to stakeholders.

- Renaissance Learning STAR Reading and Math SGPs
- Continue parent information on the implementation of Common

- Maintained Parent information on the implementation of Common Core Standards and CAASPP test results.
- District Advisory Committee meetings (DAC)
- District English Language Advisory Committee (DELAC)

- Core Standards and CAASPP test results.
- District Advisory Committee meetings (DAC)
 - District English Language Advisory Committee (DELAC)

- Core Standards and CAASPP test results.
- District Advisory Committee meetings (DAC)
 - District English Language Advisory Committee (DELAC)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,300	\$1,300	\$1,400
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salary- DELAC	1000-1999: Certificated Personnel Salaries Salary- DELAC	1000-1999: Certificated Personnel Salaries Salary- DELAC
Amount	\$146	\$213	\$243
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Statutory - DELAC	3000-3999: Employee Benefits Statutory - DELAC	3000-3999: Employee Benefits Statutory - DELAC
Amount	\$2,750	\$750	\$850
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Supplies	4000-4999: Books And Supplies Supplies	4000-4999: Books And Supplies Supplies
Amount	\$4,800	\$4,800	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salary - DAC	1000-1999: Certificated Personnel Salaries Salary - DAC	1000-1999: Certificated Personnel Salaries Salary - DAC

Amount	\$905	\$936	\$986
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Statutory -DAC	3000-3999: Employee Benefits Statutory -DAC	3000-3999: Employee Benefits Statutory -DAC
Amount	\$500	\$1,000	\$1,100
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Supplies - DAC	4000-4999: Books And Supplies Supplies - DAC	4000-4999: Books And Supplies Supplies - DAC
Amount	\$0	\$4,770	\$4,800
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Not applicable	5800: Professional/Consulting Services And Operating Expenditures ESGI: Reading Continuum Aptitude Assessment	5800: Professional/Consulting Services And Operating Expenditures ESGI: Reading Continuum Aptitude Assessment
Amount	\$5,000	\$8,125	\$8,325
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Web Services for Parent Communication	5800: Professional/Consulting Services And Operating Expenditures Web Services for Parent Communication	5800: Professional/Consulting Services And Operating Expenditures Web Services for Parent Communication

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services**1.3 Teachers to support student learning**

- PE teacher 4th and 5th Grade and SMS electives
- Music teacher
- Retired Teacher-tutors - academic intervention
- TOSA - Educational Services
- Expanding TK - 3 teacher; expand TK to March 2
- Administrative services
- Speech Pathologist
- 1 FTE =.5 FTE for RSP Special Education and .5 FTE for Intervention @ Standard Elementary
- 5 FTE Program Specialist - to support staff development, student services and subgroup students.
- Supervision Aides for recess and lunch
- Instructional Aides, TK & K

2018-19 Actions/Services**1.3 Maintain and increase staffing to supervise and support student learning**

- Retired teacher-tutors - academic intervention
- TOSA, Educational Services, to support new teachers
- PE teacher elementary schools
- PE teacher, drama teacher and 6th grade teacher for SMS
- Music teacher K-8
- TK teachers (3) - expanding to March 2 cut-off
- Administrative services
- Speech Pathologist
- Special Education Teachers
- Special Education Instructional Aides
- Program Specialist to support staff and student services
- Instructional Aides, TK & K
- Intervention/Bilingual Aides

2019-20 Actions/Services**1.3 Maintain and increase staffing to supervise and support student learning**

- Retired teacher-tutors - academic intervention
- TOSA, Educational Services, to support new teachers
- PE teacher elementary schools
- PE teacher, drama teacher and 6th grade teacher for SMS
- Music teacher K-8
- TK teachers (3) - expanding to March 2 cut-off
- Administrative services
- Speech Pathologist
- Special Education Teachers
- Special Education Instructional Aides
- Program Specialist to support staff and student services
- Instructional Aides, TK & K
- Intervention/Bilingual Aides

- Instructional Aide - SMS: 7th and 8th- Title 1
- Behavior Specialists
- District Family Advocate
- Intervention/Bilingual Aides

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$51,066	\$54,069	\$57,069
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salary - Retired Teacher Tutors	1000-1999: Certificated Personnel Salaries Salary - Retired Teacher Tutors	1000-1999: Certificated Personnel Salaries Salary - Retired Teacher Tutors
Amount	\$1,480	\$1,662	\$1,862
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Statutory - Retired Teacher Tutors	3000-3999: Employee Benefits Statutory - Retired Teacher Tutors	3000-3999: Employee Benefits Statutory - Retired Teacher Tutors
Amount	\$693,831	\$695,708	\$751,522
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salaries of program specialist, psychologists, nurse, speech pathologists, and additional special ed teachers.	1000-1999: Certificated Personnel Salaries Salaries of program specialist, psychologists, speech pathologists, and additional special ed teachers.	1000-1999: Certificated Personnel Salaries Salaries of program specialist, psychologists, speech pathologists, and additional special ed teachers.

Amount	\$271,521	\$328,330	\$348,330
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Statutory for program specialist, psychologists, nurse, speech pathologists, and additional special ed teacher.	3000-3999: Employee Benefits Statutory for program specialist, psychologists, speech pathologists, and additional special ed teacher and sped aides.	3000-3999: Employee Benefits Statutory for program specialist, psychologists, speech pathologists, and additional special ed teacher and sped aides.
Amount	\$530,308	\$685,487	\$760,487
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salary -Teachers, TOSA,TK, Music, PE	1000-1999: Certificated Personnel Salaries Salary - Maintain Teachers: TOSA, TK, Music, PE	1000-1999: Certificated Personnel Salaries Salary -Teachers: TOSA, TK, Music, PE
Amount	\$241,588	\$330,897	\$359,897
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Statutory - Teachers	3000-3999: Employee Benefits Statutory - Teachers	3000-3999: Employee Benefits Statutory - Teachers
Amount	\$41,000	\$41,000	\$45,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salary- Teacher Induction	1000-1999: Certificated Personnel Salaries Salary- Teacher Induction	1000-1999: Certificated Personnel Salaries Salary- Teacher Induction
Amount	\$7,432	\$7,919	\$8,219
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Statutory - Teacher Induction	3000-3999: Employee Benefits Statutory - Teacher Induction	3000-3999: Employee Benefits Statutory - Teacher Induction

Amount	\$35,000	\$60,000	\$65,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Prof.Consult - KCSOS Teacher Induction	5800: Professional/Consulting Services And Operating Expenditures Prof.Consult - KCSOS Teacher Induction	5800: Professional/Consulting Services And Operating Expenditures Prof.Consult - KCSOS Teacher Induction
Amount	\$244,356	\$250,678	\$270,678
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salary - Admin PC and Dir Ed Serv	1000-1999: Certificated Personnel Salaries Salary - Admin PC and Dir Ed Serv	1000-1999: Certificated Personnel Salaries Salary - Admin PC and Dir Ed Serv
Amount	\$86,512	91,923	\$94,923
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Statutory - Admin PC and Dir Ed Serv	3000-3999: Employee Benefits Statutory - Admin PC and Dir Ed Serv	3000-3999: Employee Benefits Statutory - Admin PC and Dir Ed Serv
Amount	\$28,311	\$13,500	\$13,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Intervention Supplies	4000-4999: Books And Supplies Intervention Supplies	4000-4999: Books And Supplies Intervention Supplies
Amount	\$27,037	\$18,400	\$18,400
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Service/Supplies Admin PC/DirEdSev	5000-5999: Services And Other Operating Expenditures Service/Supplies Admin PC/DirEdSev	5000-5999: Services And Other Operating Expenditures Service/Supplies Admin PC/DirEdSev

Amount	\$154,616	\$191,008	\$205,008
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Salary - Instructional Aides	2000-2999: Classified Personnel Salaries Salary - Instructional Aides	2000-2999: Classified Personnel Salaries Salary - Instructional Aides
Amount	\$48,895	\$49,935	\$51,935
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Statutory - Instructional Aides	3000-3999: Employee Benefits Statutory - Instructional Aides	3000-3999: Employee Benefits Statutory - Instructional Aides
Amount	\$32,130	\$34,201	\$36,201
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Salary - ELL Aides	2000-2999: Classified Personnel Salaries Salary - ELL Aides	2000-2999: Classified Personnel Salaries Salary - ELL Aides
Amount	\$8,836	\$9,226	\$9,726
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Statutory - ELL Aides	3000-3999: Employee Benefits Statutory - ELL Aides	3000-3999: Employee Benefits Statutory - ELL Aides
Amount	\$12,500	\$4,000	\$4,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Supplies - ELL Instruction	4000-4999: Books And Supplies Supplies - ELL Instruction	3000-3999: Employee Benefits Supplies - ELL Instruction

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

1.4 Maintained Professional Development

- Professional Development to support new ELA and Math core adopted curriculum
- Align ELA/ELD standards to curriculum units of student
- Teacher Induction Program, interns, and new teacher induction

2018-19 Actions/Services

1.4 Maintain Additional Professional Development

- Professional Development to support new ELA and Math core adopted curriculum
- Continue Alignment of ELA/ELD standards to curriculum units to improve student achievement
- Teacher Induction Program, interns, and new teacher induction

2019-20 Actions/Services

1.4 Maintain Additional Professional Development

- Professional Development to support new ELA and Math core adopted curriculum
- Continue Alignment of ELA/ELD standards to curriculum units of student
- Teacher Induction Program, interns, and new teacher induction

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,000	\$4,400	\$4,400
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Books and materials for professional dev	4000-4999: Books And Supplies Books and materials for professional dev	4000-4999: Books And Supplies Books and materials for professional dev

Amount	\$56,051	\$65,004	\$69,004
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salary - Cert prof dev	1000-1999: Certificated Personnel Salaries Salary - Cert prof dev	1000-1999: Certificated Personnel Salaries Salary - Cert prof dev
Amount	\$1,000	\$1,000	\$2,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Salary - Class prof dev	2000-2999: Classified Personnel Salaries Salary - Class prof dev	2000-2999: Classified Personnel Salaries Salary - Class prof dev
Amount	\$5,581	\$12,783	\$16,783
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Statutory - prof dev	3000-3999: Employee Benefits Statutory - prof dev	3000-3999: Employee Benefits Statutory - prof dev
Amount	\$99,800	100,773	\$112,773
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Travel/Conf - prof dev	5000-5999: Services And Other Operating Expenditures Travel/Conf - prof dev	5000-5999: Services And Other Operating Expenditures Travel/Conf - prof dev
Amount	\$0	\$5,995	\$6,595
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Prof consultant	5800: Professional/Consulting Services And Operating Expenditures Prof.Consultant; early reading strategies -Donna Whyte	5800: Professional/Consulting Services And Operating Expenditures Prof.Consultant; early reading strategies -Donna Whyte

Amount	\$11,172	\$39,900	\$42,900
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Prof/Consult prof dev	5800: Professional/Consulting Services And Operating Expenditures Prof. Consultant - Dr. Akhavan	5800: Professional/Consulting Services And Operating Expenditures Prof. Consultant - Dr. Akhavan

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

1.5 Maintained Extended Academic Programs and Program Resources

- Program Coordinators, Special Program & Grants, and District Administrator

2018-19 Actions/Services

1.5 Maintain Extended Academic Programs and Program Resources

- Program Coordinators, Special Program & Grants, and District Administrator

2019-20 Actions/Services

1.5 Maintain Extended Academic Programs and Program Resources

- Program Coordinators, Special Program & Grants, and District Administrator

- Curriculum to support Response to Intervention activities
- Develop MTSS-RTI student plans with measurable intervention goals and objectives.
- Schedule classroom intervention
- Schedule intensive intervention
- Schedule student progress monitoring
- After-school tutoring intervention

- Maintain support for Response to Intervention activities
- Continue developing MTSS-RTI student plans with measurable intervention goals and objectives.
- Implement classroom intervention
- Implement intensive intervention
- Implement student progress monitoring
- Continue after-school tutoring intervention

- Maintain support for Response to Intervention activities
- Continue developing MTSS-RTI student plans with measurable intervention goals and objectives.
- Implement classroom intervention
- Implement intensive intervention
- Implement student progress monitoring
- Continue after-school tutoring intervention

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$153,910	\$154,000	\$158,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5700-5799: Transfers Of Direct Costs Contrib to X-Factor	5700-5799: Transfers Of Direct Costs Contrib to X-Factor	5700-5799: Transfers Of Direct Costs Contrib to X-Factor
Amount	\$4,608	\$5,152	\$5,752
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Salary- Clerical- Ed Services	3000-3999: Employee Benefits Salary- Clerical- Ed Services	3000-3999: Employee Benefits Salary- Clerical- Ed Services
Amount	\$3,005	\$3,155	\$3,407
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Statutory - Clerical - Ed Services	2000-2999: Classified Personnel Salaries Statutory - Clerical - Ed Services	2000-2999: Classified Personnel Salaries Statutory - Clerical - Ed Services

Amount	\$149,549	\$151,776	\$163,918
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Salary - Library Aides	2000-2999: Classified Personnel Salaries Salary - Library Aides	2000-2999: Classified Personnel Salaries Salary - Library Aides
Amount	\$44,825	\$57,655	\$62,171
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Statutory - Library Aides	3000-3999: Employee Benefits Statutory - Library Aides	3000-3999: Employee Benefits Statutory - Library Aides
Amount	\$48,093	\$30,889	\$30,889
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Books other than txbk - Library	4000-4999: Books And Supplies Books other than txbk - Library	4000-4999: Books And Supplies Books other than txbk - Library
Amount	\$40,000	\$2,000	\$2,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Supplies and Materials	4000-4999: Books And Supplies Supplies and Materials	4000-4999: Books And Supplies Supplies and Materials
Amount	\$3,400	\$4,800	\$6,800
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Service/Consult	5800: Professional/Consulting Services And Operating Expenditures Service/Consult	5800: Professional/Consulting Services And Operating Expenditures Service/Consult
Amount	\$2,589	\$9,298	\$9,998
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Salary - Bilingual Receptionist - ESC	2000-2999: Classified Personnel Salaries Salary - Bilingual Receptionist - ESC	2000-2999: Classified Personnel Salaries Salary - Bilingual Receptionist - ESC

Amount	\$717	\$2,349	\$2,649
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Statutory -Bilingual Receptionist - ESC	3000-3999: Employee Benefits Statutory -Bilingual Receptionist - ESC	3000-3999: Employee Benefits Statutory -Bilingual Receptionist - ESC
Amount	\$13,247	\$13,500	\$14,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Intervention supplies	4000-4999: Books And Supplies Intervention supplies	4000-4999: Books And Supplies Intervention supplies
Amount	\$12,704	\$27,560	\$29,560
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Digital Programs to support student learning: Go Guardian, Discovery Learning, Lexia & Supplies, School City	5800: Professional/Consulting Services And Operating Expenditures Digital Programs to support student learning: Go Guardian, Discovery Learning & Lexia	5800: Professional/Consulting Services And Operating Expenditures Digital Programs to support student learning: Go Guardian, Discovery Learning & Lexia
Amount	\$9,000	\$9,001	\$9,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salary - Saturday School Cert	1000-1999: Certificated Personnel Salaries Salary - Saturday School Cert	1000-1999: Certificated Personnel Salaries SSalary - Saturday School Cert
Amount	\$3,000	\$3,000	\$3,300
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Salary - Saturday School Class	2000-2999: Classified Personnel Salaries Salary - Saturday School Class	2000-2999: Classified Personnel Salaries Salary - Saturday School Class

Amount	\$2,170	\$2,004	\$2,250
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Statutory - Statuday School	3000-3999: Employee Benefits Statutory - Statuday School	3000-3999: Employee Benefits Statutory - Statuday School
Amount	\$719	\$750	\$950
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Supplies -Statuday School	4000-4999: Books And Supplies Supplies -Statuday School	4000-4999: Books And Supplies Supplies -Statuday School
Amount	\$150	\$271	\$321
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Services/Consulting	5000-5999: Services And Other Operating Expenditures Services, Consulting	5000-5999: Services And Other Operating Expenditures Services, Consulting
Amount	\$20,100	\$22,100	\$22,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salaries - Ready to Start	1000-1999: Certificated Personnel Salaries Salaries - Ready to Start	1000-1999: Certificated Personnel Salaries Salaries - Ready to Start
Amount	\$5,000	\$5,400	\$5,700
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Salary - Ready to Start	2000-2999: Classified Personnel Salaries Salary - Ready to Start	2000-2999: Classified Personnel Salaries Salary - Ready to Start
Amount	\$5,213	\$5,738	\$5,938
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Statutory - Ready to Start	3000-3999: Employee Benefits Statutory - Ready to Start	3000-3999: Employee Benefits Statutory - Ready to Start

Amount	\$1,200	\$1,200	\$1,300
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Supplies	4000-4999: Books And Supplies Supplies	4000-4999: Books And Supplies Supplies
Amount	\$300	\$300	\$400
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Rental, Leases, & Repairs	5000-5999: Services And Other Operating Expenditures Rental, Leases, & Repairs	5000-5999: Services And Other Operating Expenditures Rental, Leases, & Repairs
Amount	\$62,682	\$65,569	\$67,569
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salary - Summer School Cert	1000-1999: Certificated Personnel Salaries Salary - Summer School Cert	1000-1999: Certificated Personnel Salaries Salary - Summer School Cert
Amount	\$12,765	\$17,790	\$19,790
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Salaries - Summer School Class	2000-2999: Classified Personnel Salaries Salaries - Summer School Class	2000-2999: Classified Personnel Salaries Salaries - Summer School Class
Amount	\$14,182	\$17,597	\$18,597
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Statutory -Summer School	3000-3999: Employee Benefits Statutory -Summer School	3000-3999: Employee Benefits Statutory -Summer School
Amount	\$11,770	\$12,770	\$13,770
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Supplies and Materials	4000-4999: Books And Supplies Supplies and Materials	4000-4999: Books And Supplies Supplies and Materials

Amount	\$2,500	\$2,500	\$2,900
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Rental, Leases, & Repairs	5000-5999: Services And Other Operating Expenditures Rental, Leases, & Repairs	5000-5999: Services And Other Operating Expenditures Rental, Leases, & Repairs
Amount	\$91,150	\$92,000	\$98,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Study Trips TK-8	5800: Professional/Consulting Services And Operating Expenditures Study Trips TK-8	5800: Professional/Consulting Services And Operating Expenditures Study Trips TK-8
Amount	\$7,000	\$8,000	\$8,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salaries - BOB Books Event	1000-1999: Certificated Personnel Salaries Salaries - BOB Books Event	1000-1999: Certificated Personnel Salaries Salaries - BOB Books Event
Amount	\$1,364	\$1,567	\$1,767
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Statutory- BOB Books Event	3000-3999: Employee Benefits Statutory- BOB Books Event	3000-3999: Employee Benefits Statutory- BOB Books Event
Amount	\$1,816	\$1,016	\$1,2016
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Supplies - BOB Books Event	4000-4999: Books And Supplies Supplies - BOB Books Event	4000-4999: Books And Supplies Supplies - BOB Books Event
Amount	\$12,800	\$9,600	\$9,900
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Travel/Prof/Consult - BOB Book Event	5000-5999: Services And Other Operating Expenditures Travel/Prof/Consult - BOB Book Event	5000-5999: Services And Other Operating Expenditures Travel/Prof/Consult - BOB Book Event

Amount	\$42,830	\$48,886	\$51,886
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries After School - Coordinator of Special Programs	2000-2999: Classified Personnel Salaries After School - Coordinator of Special Programs	2000-2999: Classified Personnel Salaries After School - Coordinator of Special Programs
Amount	\$21,970	\$24,751	\$26,751
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Statutory After School - Coordinator, Special Programs	3000-3999: Employee Benefits Statutory After School - Coordinator, Special Programs	3000-3999: Employee Benefits Statutory After School - Coordinator, Special Programs

Action 6

OR

Actions/Services

Budgeted Expenditures

Amount			
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Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 2

Maintain a safe and positive school climate. The District will provide a safe, healthy and positive learning environment with opportunities for stakeholders to be welcomed and engaged in the learning process.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Average daily attendance remains below the state average, student suspension rates are higher than the county average, and chronic absenteeism remains high.

The unduplicated students in the Standard School District have unique needs and many of them experience circumstances that can be barriers to learning or interfere with acquiring a quality education. Some of limiting factors that constitute high risk for our students are as follows:

- Generational poverty;
- Multiple family and multi-generational dwellings;
- Relatives care for many of our students - grandparents and or extended family as primary care giver;
- Foster students and group homes throughout the district;
- Parent education levels are below Kern County average;
- School boundaries include areas of very high crime, including the highest violent and property crimes rates in Bakersfield, which has an overall crime rate that is 76% higher than national average;
- Conflicts are often solved in ways that are not healthy or productive;
- Students are exposed to traumatic situations in the home and community;

- Students and parents/guardians often develop street smarts in order to survive;
- Parent/guardian and student assumptions are that others do not have good intentions toward them and or their situations – often defensive or abrasive;
- Mistrust of institutions because institutions have failed them before - negative past experiences of care providers;
- Some students lack trusting relationships with those in positions of authority;
- Parents/guardians tend to be loyal to community, but respect must be earned - difficult for school staff to establish trust and earn their respect;
- Parents/guardians lack access to personal vehicles resulting in many students that have never traveled outside their neighborhood in Oildale; and
- Students lack cultural proficiency.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>State Priority 1: Basic Services</p> <p>A. Teachers appropriately assigned and fully credentialed</p> <p>B. Pupil Access to standards-aligned materials</p> <p>C. School Facilities in good repair</p>	<p>State Priority 1: Basic Services</p> <p>A. 100% of Teachers appropriately assigned and 90% are fully credentialed</p> <p>B. 100% of pupil have access to standards-aligned materials</p> <p>C. Schools received 'Good' or higher on the Facility Inspection Tool (FIT) Report for 2016-17.</p>	<p>State Priority 1: Basic Services</p> <p>A. 100% of Teachers appropriately assigned and an estimated 90% are fully credentialed</p> <p>B. 100% of pupil have access to standards-aligned materials</p> <p>C. Schools received 'Good' or higher on the Facility Inspection Tool (FIT) Report for 2017-18.</p>	<p>State Priority 1: Basic Services</p> <p>A. 100% of Teachers appropriately assigned and will strive to increase number of credentialed teachers</p> <p>B. 100% of pupil have access to standards-aligned materials</p> <p>C. Schools will receive 'Good' or higher on the Facility Inspection Tool (FIT) Report for 2018-19.</p>	<p>State Priority 1: Basic Services</p> <p>A. 100% of Teachers appropriately assigned and will strive to increase number of credentialed teachers</p> <p>B. 100% of pupil have access to standards-aligned materials</p> <p>C. Schools will receive 'Good' or higher on the Facility Inspection Tool (FIT) Report for 2019-20.</p>
<p>State Priority 3: Parent Involvement</p> <p>A. Efforts to seek parent input in making decisions for district and school sites</p> <p>B. How District promotes participation of parents for unduplicated pupils</p>	<p>State Priority 3: Parent Involvement</p> <p>The District activity seeks parent input and participation through ongoing events including Back to School Night, Open House, parent conferences,</p>	<p>State Priority 3: Parent Involvement</p> <p>Maintain District activity seeks parent input and participation through ongoing events including Back to School Night, Open House, parent conferences,</p>	<p>State Priority 3: Parent Involvement</p> <p>Maintain District activity seeks parent input and participation through ongoing events including Back to School Night, Open House,</p>	<p>State Priority 3: Parent Involvement</p> <p>Maintain District activity seeks parent input and participation through ongoing events including Back to School Night, Open House,</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>C. How District promotes participation of parents for pupils with exceptional needs</p> <p>State Priority 5: Pupil Engagement</p> <p>A. School attendance rates</p> <p>B. Chronic absenteeism rates</p> <p>C. Middle School dropout rates</p> <p>D. High School Dropout rates</p> <p>E. High School graduation rates</p> <p>State Priority 6: School Climate</p> <p>A. Suspension rates</p> <p>B. Expulsion</p> <p>C. Local measures on sense of safety and school contentedness</p>	<p>PTA meetings and carnivals, School Site Council meetings, District Advisory Committee (DAC) meetings, DELAC, Title I parent meeting, Parent Project, and miscellaneous school events such as talent shows, music performances, science fairs, etc. In addition, regular communication with parents occurs through automated caller, Twitter, Facebook, and web pages for each school site, school newsletters, mailers, and phone calls.</p> <p>State Priority 5: Pupil Engagement</p> <p>A. School Attendance rate in 2016-17 was 93.4%</p> <p>B. Chronic absenteeism rate in 2016-17 was 20.6%.</p> <p>C. Middle school dropout rate: 0%</p> <p>D. High school dropout rate: NA for a K-8 district</p>	<p>PTA meetings and carnivals, School Site Council meetings, District Advisory Committee (DAC) meetings, DELAC, Title I parent meeting, Parent Project, and miscellaneous school events such as talent shows, music performances, science fairs, etc. In addition, regular communication with parents occurs through automated caller, Twitter, Facebook, and web pages for each school site, school newsletters, mailers, and phone calls.</p> <p>State Priority 5: Pupil Engagement</p> <p>A. School Attendance rate in 2017-18 is 93.8%</p> <p>B. Chronic absenteeism rate in 2017-18 is 20.5%.</p> <p>C. Middle school dropout rate: 0%</p> <p>D. High school dropout rate: NA for a K-8 district</p> <p>E. High school graduation rate: NA for a K-8 district</p>	<p>parent conferences, PTA meetings and carnivals, School Site Council meetings, District Advisory Committee (DAC) meetings, DELAC, Title I parent meeting, Parent Project, and miscellaneous school events such as talent shows, music performances, science fairs, etc. In addition, regular communication with parents occurs through automated caller, Twitter, Facebook, and web pages for each school site, school newsletters, mailers, and phone calls.</p> <p>State Priority 5: Pupil Engagement</p> <p>A. School Attendance rate will increase by 0.2%</p> <p>B. Chronic absenteeism rate will decrease by 0.2%.</p> <p>C. Middle school dropout rate: 0%</p> <p>D. High school dropout rate: NA for a K-8 district</p>	<p>parent conferences, PTA meetings and carnivals, School Site Council meetings, District Advisory Committee (DAC) meetings, DELAC, Title I parent meeting, Parent Project, and miscellaneous school events such as talent shows, music performances, science fairs, etc. In addition, regular communication with parents occurs through automated caller, Twitter, Facebook, and web pages for each school site, school newsletters, mailers, and phone calls.</p> <p>State Priority 5: Pupil Engagement</p> <p>A. School Attendance rate will increase by 0.2%</p> <p>B. Chronic absenteeism rate will decrease by 0.2%.</p> <p>C. Middle school dropout rate: 0%</p> <p>D. High school dropout rate: NA for a K-8 district</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>E. High school graduation rate: NA for a K-8 district</p> <p>State Priority 6: School Climate</p> <p>A. Suspension rate for the district was 6.3% in 2016-17</p> <p>B. Expulsion: 4 students were expelled in 2016-17.</p> <p>C. California Healthy Kids Survey, 2015</p> <p>Grade 5: 64% of the student's surveyed indicated feeling of a sense of safety and school connectedness.</p> <p>Grade 7: 66% of the students' surveyed indicated feeling of a sense of safety and school connectedness.</p>	<p>State Priority 6: School Climate</p> <p>A. Suspension rate remained the same as last year at 6.3%.</p> <p>B. Expulsion: 4 students were expelled.</p> <p>C. California Healthy Kids Survey, 2017</p> <p>5th grade students 91% - School Connectedness (students reporting a moderate or high sense of school connectedness)</p> <p>77% - School Safety (students reporting feeling safe at school most or all of the time)</p> <p>7th grade students 85% - School Connectedness (students reporting a moderate or high sense of school connectedness)</p> <p>48% - School Safety (students reporting feeling safe or very safe at school)</p>	<p>E. High school graduation rate: NA for a K-8 district</p> <p>State Priority 6: School Climate</p> <p>A. Suspension rate will decrease by 0.5% in 2018-19</p> <p>B. Expulsion: Goal is to decrease the number of expulsions each year.</p> <p>C. District will identify new local measures on sense of safety and school contentedness.</p>	<p>E. High school graduation rate: NA for a K-8 district</p> <p>State Priority 6: School Climate</p> <p>A. Suspension rate will decrease by 0.5% in 2019-20</p> <p>B. Expulsion: Goal is to decrease the number of expulsions each year.</p> <p>C. District will identify new local measures on sense of safety and school contentedness in 2018-19, and based upon the baseline data, new targets will be set for 2019-20</p>

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

2.1 Maintain school facilities with grounds and play equipment in good repair. Additional custodians to clean classrooms daily; maintain site utility workers, and provide for improved maintenance.

2018-19 Actions/Services

2.1 Maintain school facilities with grounds and play equipment in good repair. Additional custodians to clean classrooms daily; maintain site utility workers, and provide for improved maintenance to increase attendance and decrease chronic absenteeism.

2019-20 Actions/Services

2.1 Maintain school facilities with grounds and play equipment in good repair. Additional custodians to clean classrooms daily; maintain site utility workers, and provide for improved maintenance to increase attendance and decrease chronic absenteeism.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$58,905	\$64,905
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries not appllicable	2000-2999: Classified Personnel Salaries Additional custodians for elementary sites	2000-2999: Classified Personnel Salaries Additional custodians for elementary sites
Amount	\$0	\$16,533	\$19,533
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits not applicable	3000-3999: Employee Benefits Statutory - Custodians	3000-3999: Employee Benefits Statutory - Custodians
Amount	\$185,000	\$185,000	\$195,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	6000-6999: Capital Outlay Transfer to deferred maintenance fund 6200.70; fencing, painting and general maintenance	6000-6999: Capital Outlay Transfer to deferred maintenance fund 6200.70; fencing, painting and general maintenance	6000-6999: Capital Outlay Transfer to deferred maintenance fund 6200.70; fencing, painting and general maintenance
Amount	\$32,562	\$13,763	\$15,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Desks/Furniture	4000-4999: Books And Supplies Desks/Furniture	4000-4999: Books And Supplies Desks/Furniture
Amount	\$75,000	\$75,000	\$80,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	6000-6999: Capital Outlay Play equipment installation	6000-6999: Capital Outlay Play equipment installation	6000-6999: Capital Outlay Play equipment installation
Amount	\$5,000	\$5,000	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Auditorium Sound System	4000-4999: Books And Supplies Auditorium Sound System	4000-4999: Books And Supplies Auditorium Sound System

Amount	\$2,216	\$2,216	\$2,316
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Update/Improve Safety Supplies	4000-4999: Books And Supplies Update/Improve Safety Supplies	4000-4999: Books And Supplies Update/Improve Safety Supplies
Amount	\$654	\$1,035	\$1,135
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Safety Consultant/Prof Services	5800: Professional/Consulting Services And Operating Expenditures Safety Consultant/Prof Services	5800: Professional/Consulting Services And Operating Expenditures Safety Consultant/Prof Services

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

2.2 The District will provide professional development for staff on PBIS strategies at all school sites.

- Safe School Ambassadors (SSA)
- Circle of Friends Activities
- Program stipends for teachers

2.2 Implement and maintain school-wide discipline programs to decrease suspensions and provide improved student behavior. These supplemental programs include Positive Behavior Interventions and Support (PBIS), Safe School Ambassadors (SSA), and Circle of Friends (CoF).

2.2 Implement and maintain school-wide discipline programs to decrease suspensions and provide improved student behavior. These supplemental programs include Positive Behavior Interventions and Support (PBIS), Safe School Ambassadors (SSA), and Circle of Friends (CoF).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,000	\$37,162	\$41,162
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salary-PBIS	1000-1999: Certificated Personnel Salaries Salary-PBIS,SSA & CoF	1000-1999: Certificated Personnel Salaries Salary-PBIS,SSA & CoF
Amount	\$2,600	\$5,200	\$5,900
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Salary-PBIS	2000-2999: Classified Personnel Salaries Salary-PBIS,SSA & CoF	2000-2999: Classified Personnel Salaries Salary-PBIS,SSA & CoF
Amount	\$3,062	\$6,472	\$6,972
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Statutory-PBIS	3000-3999: Employee Benefits Statutory-PBIS	3000-3999: Employee Benefits Statutory-PBIS
Amount	\$12,038	\$18,959	\$19,559
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies PBIS	4000-4999: Books And Supplies Supplies-PBIS,SSA & CoF	4000-4999: Books And Supplies Supplies-PBIS,SSA & CoF

Amount	2,000	\$22,800	\$26,800
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures PBIS-Prof Consultant - Heather Robins	5800: Professional/Consulting Services And Operating Expenditures PBIS-Prof Consultant - Heather Robins	5800: Professional/Consulting Services And Operating Expenditures PBIS-Prof Consultant - Heather Robins
Amount	\$4,500	\$5,840	\$6,440
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Travel	5000-5999: Services And Other Operating Expenditures Travel/conferences	5000-5999: Services And Other Operating Expenditures Travel/conferences

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

2.3 The District will offer Parent Project training programs at all school sites.

2018-19 Actions/Services

2.3 Promote additional parent engagement opportunities and participation in school activities principally directed toward families of foster youth, homeless, low income, and English learners.

2019-20 Actions/Services

2.3 Promote additional parent engagement opportunities and participation in school activities principally directed toward families of foster youth, homeless, low income, and English learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,844	\$1,742	\$2,542
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Parent Project	1000-1999: Certificated Personnel Salaries Promote parent engagement and participation	1000-1999: Certificated Personnel Salaries Promote parent engagement and participation
Amount	\$250	\$4,922	\$5,422
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Services/Consulting	2000-2999: Classified Personnel Salaries Promote parent engagement and participation	2000-2999: Classified Personnel Salaries Promote parent engagement and participation
Amount	\$402	\$5,174	\$5,474
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Statutory	3000-3999: Employee Benefits Statutory - Promote parent engagement and participation	3000-3999: Employee Benefits Statutory - Promote parent engagement and participation
Amount	\$750	\$750	\$1,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Supplies	4000-4999: Books And Supplies Supplies	4000-4999: Books And Supplies Supplies

Amount	\$0	\$1,200	\$1,400
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Foster focus	1000-1999: Certificated Personnel Salaries Foster focus	1000-1999: Certificated Personnel Salaries Foster focus
Amount	\$0	\$250	\$350
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Foster Focus	3000-3999: Employee Benefits Foster Focus	3000-3999: Employee Benefits Foster Focus
Amount	\$0	\$250	\$350
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Foster focus	4000-4999: Books And Supplies Foster focus	4000-4999: Books And Supplies Foster focus
Amount	\$0	\$6,500	\$6,900
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Foster Focus - Travel/Conf	5000-5999: Services And Other Operating Expenditures Foster Focus - Travel/Conf	5000-5999: Services And Other Operating Expenditures Foster Focus - Travel/Conf

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

All Schools

Actions/Services

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

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

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

Modified Action

Modified Action

Unchanged Action

2017-18 Actions/Services

2.4 Under the supervision of the Director of Support Services, the district employees 4- FTE School Psychologist and 1 (.5 FTE) Program Specialist to support and meet the social/emotional needs of general education, special education, foster, English Learners and homeless students by providing counseling, behavior interventions, crisis response, and parent/teacher consultation. District will add an extra school nurse to address health needs of students.

2018-19 Actions/Services

2.4 Maintain and improve support services principally directed to meet the social/emotional needs of low income, foster, English Learners and homeless students by providing additional counseling, behavior interventions, crisis response, and parent/teacher consultation. An additional school counselor will be added to the middle school campus and health services will be improved by increasing the number of LVN's so that every school has a qualified health professional.

2019-20 Actions/Services

2.4 Maintain and improve support services principally directed to meet the social/emotional needs of low income, foster, English Learners and homeless students by providing counseling, behavior interventions, crisis response, and parent/teacher consultation. Maintain additional school counselor and LVNs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$93,625	\$99,625
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries not applicable	1000-1999: Certificated Personnel Salaries Salary of additional school counselor.	1000-1999: Certificated Personnel Salaries Salary of additional school counselor.

Amount	\$0	\$35,000	\$38,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits not applicable	3000-3999: Employee Benefits Statutory - school counselor.	3000-3999: Employee Benefits Statutory - school counselor
Amount	\$64,123	\$69,356	\$84,356
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries School nurse	1000-1999: Certificated Personnel Salaries School nurse	1000-1999: Certificated Personnel Salaries School nurse
Amount	\$49,234	\$52,821	\$75,821
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Licensed Vocation Nurse (LVN)	2000-2999: Classified Personnel Salaries Licensed Vocation Nurses (LVN)	2000-2999: Classified Personnel Salaries Licensed Vocation Nurse (LVN)
Amount	\$17,576	\$44,717	\$64,717
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Health Services: Nurse and LVN	3000-3999: Employee Benefits Health Services: Nurse and LVNs	3000-3999: Employee Benefits Health Services: Nurse and LVNs
Amount	\$89,713	\$164,947	\$184,947
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Salaries - Behavior intervention specialist, district family advocate, community liaison, bilingual district receptionist, site office receptionist.	2000-2999: Classified Personnel Salaries Salaries - Behavior intervention specialist, district family advocate, community liaison, bilingual district receptionist, site office receptionist.	2000-2999: Classified Personnel Salaries Salaries - Behavior intervention specialist, district family advocate, community liaison, bilingual district receptionist, site office receptionist.

Amount	\$37,005	\$102,455	\$112,455
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Statutory - Behavior intervention specialist, district family advocate, community liaison, bilingual district receptionist, site office receptionist.	3000-3999: Employee Benefits Statutory - Behavior intervention specialist, district family advocate, community liaison, bilingual district receptionist, site office receptionist.	3000-3999: Employee Benefits Statutory - Behavior intervention specialist, district family advocate, community liaison, bilingual district receptionist, site office receptionist.

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

2.5 Campus Safety Supervisor and Behavior Specialists position will continue to provide district support for school safety, truancy monitoring, and support for student behavior intervention.

2018-19 Actions/Services

2.5 Maintain School Resource Officer and Campus Safety Supervisor; to provide district support for increased school safety, attendance and truancy monitoring. Improve attendance by adding an

2019-20 Actions/Services

2.5 Maintain School Resource Officer and Campus Safety Supervisor; to provide district support for increased school safety, attendance and truancy monitoring. Improve attendance by adding an

additional bus route. Provide attendance incentives to school sites.

additional bus route. Provide attendance incentives to school sites.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$21,777	\$24,464	\$28,464
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Salary - Campus Safety Supervisor	2000-2999: Classified Personnel Salaries Campus Safety Supervisor	2000-2999: Classified Personnel Salaries Campus Safety Supervisor
Amount	\$11,075	\$12,075	\$15,075
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Statutory - Campus Security	3000-3999: Employee Benefits Statutory - Campus Security	3000-3999: Employee Benefits Statutory - Campus Security
Amount	\$121,775	\$122,075	\$126,075
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures SRO Contract with KC Sheriff	5800: Professional/Consulting Services And Operating Expenditures SRO Contract with KC Sheriff	5800: Professional/Consulting Services And Operating Expenditures SRO Contract with KC Sheriff
Amount	\$0	\$33,141	\$36,141
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Bus Driver	2000-2999: Classified Personnel Salaries Bus Driver	2000-2999: Classified Personnel Salaries Bus Driver
Amount	\$0	\$26,841	\$29,841
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Bus Driver	3000-3999: Employee Benefits Bus Driver	3000-3999: Employee Benefits Bus Driver

Amount	\$16,000	\$16,716	\$12,716
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Attendance Incentives	4000-4999: Books And Supplies Attendance Incentives	4000-4999: Books And Supplies Attendance Incentives
Amount	\$500	\$500	\$750
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies SARB Supplies	4000-4999: Books And Supplies SARB Supplies	4000-4999: Books And Supplies SARB Supplies
Amount	\$1,553	\$1,500	\$1,750
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures SARB Prof Services/Consulting	5000-5999: Services And Other Operating Expenditures SARB Prof Services/Consulting	5000-5999: Services And Other Operating Expenditures SARB Prof Services/Consulting
Amount	\$10,000	\$13,500	\$18,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures School Visitor ID Scan & eHall Pass	5800: Professional/Consulting Services And Operating Expenditures School Visitor ID Scan & eHall Pass	5800: Professional/Consulting Services And Operating Expenditures School Visitor ID Scan & eHall Pass

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)

New Goal

Goal 3

Implement a rigorous curriculum. The District will provide full implementation of CCSS and access to technology to promote 21st century learning skills.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

To prepare students to reach academic success and become thinking, contributing responsible members of a rapidly changing society. The unduplicated students in the Standard School District have unique needs and many of them experience circumstances that can be barriers to learning or interfere with acquiring a quality education. Some of limiting factors that constitute high risk for our students are as follows:

- Generational poverty;
- Multiple family and multi-generational dwellings;
- Relatives care for many of our students - grandparents and or extended family as primary care giver;
- Foster students and group homes throughout the district;
- Parent education levels are below Kern County average;
- School boundaries include areas of very high crime, including the highest violent and property crimes rates in Bakersfield, which has an overall crime rate that is 76% higher than national average;
- Conflicts are often solved in ways that are not healthy or productive;
- Students are exposed to traumatic situations in the home and community;
- Students and parents/guardians often develop street smarts in order to survive;
- Parent/guardian and student assumptions are that others do not have good intentions toward them and or their situations – often defensive or abrasive;
- Mistrust of institutions because institutions have failed them before - negative past experiences of care providers;

- Some students lack trusting relationships with those in positions of authority;
- Parents/guardians tend to be loyal to community, but respect must be earned - difficult for school staff to establish trust and earn their respect;
- Parents/guardians lack access to personal vehicles resulting in many students that have never traveled outside their neighborhood in Oildale; and
- Students lack cultural proficiency.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>State Priority 2: Implement CCSS</p> <p>A. Implementation of CA academic and performance standards</p> <p>B. How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency</p>	<p>State Priority 2: Implement CCSS</p> <p>A. 100% full implementation of CA academic and performance standards for all students</p> <p>B. 100% of ELs will have full access CCSS and ELD standards for academic content knowledge and English language proficiency.</p>	<p>State Priority 2: Implement CCSS</p> <p>A. Maintained 100% full implementation of CA academic and performance standards for all students.</p> <p>Academic Progress Survey (APS) reviewed by district staff and parents on DAC.</p> <p>B. Maintained 100% of ELs having full access to CCSS and ELD standards.</p>	<p>State Priority 2: Implement CCSS</p> <p>A. Maintain 100% full implementation of CA academic and performance standards for all students</p> <p>B. Maintain 100% of ELs having full access to CCSS and ELD standards for academic content knowledge and English language proficiency.</p>	<p>State Priority 2: Implement CCSS</p> <p>A. Maintain 100% full implementation of CA academic and performance standards for all students</p> <p>B. Maintain 100% of ELs having full access to CCSS and ELD standards for academic content knowledge and English language proficiency.</p>
<p>State Priority 7: Course Access</p> <p>A. Extent to which students have access to and are enrolled in a broad course of study (EC 51210/51220)</p> <p>B. Extent to which students have access to and are enrolled in programs/services for unduplicated students.</p> <p>C. Extent to which students have access to</p>	<p>State Priority 7: Course Access</p> <p>A. 100% of students have access to and are enrolled in a broad course of study.</p> <p>B. 100% of students have access to and are enrolled in programs/services for unduplicated students.</p> <p>C. 100% of students have access to and are enrolled in</p>	<p>State Priority 7: Course Access</p> <p>A. 100% of students have access to and are enrolled in a broad course of study.</p> <p>B. 100% of students have access to and are enrolled in programs/services for unduplicated students based on student needs</p>	<p>State Priority 7: Course Access</p> <p>A. 100% of students will have access to and are enrolled in a broad course of study.</p> <p>B. 100% of students will have access to and be enrolled in programs/services for unduplicated students based on student needs</p>	<p>State Priority 7: Course Access</p> <p>A. 100% of students will have access to and are enrolled in a broad course of study.</p> <p>B. 100% of students will have access to and be enrolled in programs/services for unduplicated students based on student needs</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
and are enrolled in programs/services for students with exceptional needs.	programs/services for students with exceptional needs.	and/or local assessments. C. 100% of students have access to and are enrolled in programs/services for students with exceptional needs as determined in their IEPs or 504 plans.	and/or local assessments. C. 100% of students will have access to and be enrolled in programs/services for students with exceptional needs as determined in their IEPs or 504 plans.	and/or local assessments. C. 100% of students will have access to and be enrolled in programs/services for students with exceptional needs as determined in their IEPs or 504 plans.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

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

Modified Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.1 District to maintain the purchase educational support materials to supplement implementation of California State Standards and other core subjects, providing printing and supplies, including materials for project-based learning.	3.1 District to maintain the purchase educational support materials to supplement implementation of California State Standards and other core subjects, providing professional development, printing and supplies, including materials for project-based learning.	3.1 District to maintain the purchase educational support materials to supplement implementation of California State Standards and other core subjects, providing professional development, printing and supplies, including materials for project-based learning.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$255,000	\$254,584	\$262,932
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Textbooks and supplies	4000-4999: Books And Supplies Textbooks and supplies	4000-4999: Books And Supplies Textbooks 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

Location(s):

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

All Schools

Actions/Services

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

New Action

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

New Action

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

Unchanged Action

2017-18 Actions/Services

New action. Student grade level study trips and other identified expenditures were part of Action 5 in Goal 1 of the 2017-18 LCAP.

2018-19 Actions/Services

3.2 Provide a whole child education. Maintain study trips for every grade level. Many of our students do not have the means to travel and learn outside of their immediate school community.

2019-20 Actions/Services

3.2 Provide a whole child education. Maintain study trips for every grade level. Many of our students do not have the means to travel and learn outside of their immediate school community.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$126,935	\$97,977	\$125,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies K-8 classroom supplies	4000-4999: Books And Supplies K-8 classroom supplies	4000-4999: Books And Supplies K-8 classroom supplies
Amount	\$5,900	\$6,150	\$7,150
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Music/Choir	4000-4999: Books And Supplies Music/Choir	4000-4999: Books And Supplies Music/Choir
Amount	\$2,225	\$2,225	\$2,525
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Music/Choir	5000-5999: Services And Other Operating Expenditures Music/Choir	5000-5999: Services And Other Operating Expenditures Music/Choir

Amount	\$1,600	\$1,600	\$1,700
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Music/Choir travel/conference	5800: Professional/Consulting Services And Operating Expenditures Music/Choir travel/conference	5800: Professional/Consulting Services And Operating Expenditures Music/Choir travel/conference
Amount	\$91,710	\$92,000	\$99,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Study trips for each grade level	5000-5999: Services And Other Operating Expenditures Study trips for each grade level	5000-5999: Services And Other Operating Expenditures Study trips for each grade level

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

3.3 Replace computers: Upgrade/replace 1:1 student devices for 2nd, 3rd, and 7th grades, including necessary infrastructure purchases to support implementation and additional devices for grades K and 1.

3.3 Maintain and replace 1:1 student devices and provide for ongoing tech support for continued access to electronic resources. Provide ongoing and additional professional development on digital resources to improve instruction and fully implement curriculum.

3.3 Maintain and replace 1:1 student devices and provide for ongoing tech support for continued access to electronic resources. Provide ongoing and additional professional development on digital resources to improve instruction and fully implement curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$270,707	\$222,480	\$280,480
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Chromebook replacement plan	4000-4999: Books And Supplies Chromebook replacement plan	4000-4999: Books And Supplies Chromebook replacement plan
Amount	\$90,693	\$35,693	\$55,693
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Technology/Tech Infrastructure	4000-4999: Books And Supplies Technology/Tech Infrastructure	4000-4999: Books And Supplies Technology/Tech Infrastructure
Amount	\$21,242	\$24,242	\$29,242
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional consulting	5800: Professional/Consulting Services And Operating Expenditures Professional consulting	5800: Professional/Consulting Services And Operating Expenditures Professional consulting
Amount	\$162,000	\$111,674	\$181,612
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	6000-6999: Capital Outlay Tech equipment/improvement of building	6000-6999: Capital Outlay Tech equipment/improvement of building	6000-6999: Capital Outlay Tech equipment/improvement of building

Amount	\$42,500	\$47,500	\$64,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Ed Tech Mentors	1000-1999: Certificated Personnel Salaries Ed Tech Mentors	1000-1999: Certificated Personnel Salaries Ed Tech Mentors
Amount	\$5,936	\$9,200	\$10,200
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Ed Tech Mentors	3000-3999: Employee Benefits Ed Tech Mentors	3000-3999: Employee Benefits Ed Tech Mentors
Amount	\$197,406	\$270,000	\$311,667
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Network manager and technicians	2000-2999: Classified Personnel Salaries Network manager and technicians	2000-2999: Classified Personnel Salaries Network manager and technicians
Amount	\$111,632	\$127,248	\$147,248
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Network manager and technicians	3000-3999: Employee Benefits Network manager and technicians	3000-3999: Employee Benefits Network manager and technicians
Amount	\$15,001	\$2,000	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Staff incentives for Professional Development	4000-4999: Books And Supplies Staff incentives for Professional Development	4000-4999: Books And Supplies Staff incentives for Professional Development

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$6,689,873

Percentage to Increase or Improve Services

28.98%

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).

Supplemental and Concentration grant funds were calculated based on the number of low income students, English Learners and Foster Youth. Our unduplicated pupil count is 82.94%

Standard School District offered a variety of supplemental programs and supports principally directed to support low income students, English learners and Foster Youth. These include: Intervention aides to support reading and math, psychological services and support for intervention to support behaviors and social-emotional concerns and behavior intervention: PBIS, PBIS Consultant –professional development, Alternative to Suspension class. We also purchased Chromebooks to support our 1:1 Computers Initiative for all K-8 district students. We spend many hours with staff developing teaching strategies and best practices for implementing Reading, Writing, Academic Language in English Language Arts and Math, grades Kindergarten to 8. Began to differentiate and aligned common core standards to RTI needs and ELD standards. The district also offers services and programs that are aligned with LCAP goals that serve all students such as: intervention and counseling at all school sites, non-traditional educational options. All school sites staff was trained with Positive Behavior Intervention Systems and strategies for district wide implementation. School wide implementation of the LCAP goals is having an impact on learning environment and the climate of the students at each school site as a whole, on the targeted subgroups. The district recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. While the funding will be principally directed to the focus students, some services may, should the needs arise, will be expanded to students outside the focus groups if the needs of the focus groups have been met. While funding will be principally directed to the focus students, there may be other students in need that the district does not want to ignore. By providing the services identified without limitations, Standard School District will best serve all students, especially focus students. The full list of expenditures is aligned with the goals of the Standard

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).

School District Local Control and Accountability Plan and addresses the needs of our district's low Income students, English Learners, and Foster Youth.

Goal 1: Increase Student Achievement

- Increase academic support and interventions for students.
- Increase staffing to supplement student learning and support increased student achievement.
- Increase special education staff to effectively implementing strategies to improve and increase inclusion of special needs students.
- Monitor student progress and collect data to address and improve the instructional program needs for all students.
- Increase professional development opportunities for all staff to improve instruction and student achievement.
- Increase academic support with retired teacher tutors and instructional aides.

Goal 2: Maintain Positive School Climate

- Increase student engagement, safety and school climate to reduce student suspensions/expulsions.
- Improve access to mental health services and behavior interventions by increasing the number of school psychologists and student services to increase support for low socio-economic students, ELL students, and Foster Youth. .
- Improve student climate by providing professional development opportunities for all staff on PBIS.
- Increase student attendance rates reduce chronic absenteeism.
- Increase the support provided by SARB by increasing student and parent counseling.
- Increase parent education to improve student learning and attendance.
- Improve health services by maintaining two school nurses and adding four LVNs to increase students health, learning and attendance.
- Improve and maintain classroom cleanliness, school grounds and playground equipment to improve school climate and create a welcoming and safe school environment.

Goal 3: Implement a Rigorous Curriculum

- Fully implement Common Core State Standards (CCSS) using supplemental materials and ongoing professional development on instructional practices.
- Maintain and update technology infrastructure, tech support staff and 1:1 devices for all K-8 students.

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).

- Increase professional development opportunities for all staff on technology software programs and Google Suite.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$5,544,223

25.31%

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).

Supplemental and Concentration grant funds were calculated based on the number of low income students as well as students identified as English Learners and foster youth our rate for these students is: 76.54% unduplicated pupil count.

Standard School District offered a variety of supplemental programs and supports principally directed to support low income students, English Learners and Foster Youth. These include: Intervention aides to support reading and math, psychological services and support for intervention to support behaviors and social-emotional concerns and behavior intervention: PBIS, PBIS Consultant – professional development, Alternative to Suspension class. We also purchased Chromebooks to support our 1:1 Computers Initiative for all K-8 district students. We spend many hours with staff developing teaching strategies and best practices for implementing Reading, Writing, Academic Language in English Language Arts and Math, grades Kindergarten to 8. Began to differentiate and aligned common core standards to RTI needs and ELD standards. The district also offers services and programs that are aligned with LCAP goals that serve all students such as: intervention and counseling at all school sites, non-traditional educational options. All school sites staff was trained with Positive Behavior Intervention Systems and strategies for district wide implementation. School wide implementation of the LCAP goals is having an impact on learning environment and the climate of the students at each school site as a whole, on the targeted subgroups. The district recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. While the funding will be principally directed to the focus students (76.54 percent or more), some services may, should the needs arise, will be expanded to students outside the focus groups if the needs of the focus groups have been met. While funding will be principally directed to the focus students, there may be other students in need that the district does not want to ignore. By providing the services identified without limitations, Standard School District will best serve all students, especially focus students. The full list of expenditures is aligned with the goals of the Standard School District Local Control and Accountability Plan and addresses the needs of our district's low-income students, English learners, and foster youth.

Goal 1:

- Fully implement Common Core State Standards (CCSS).
- Increase academic interventions for students and improve instruction to increase student achievement.
- Increase staffing to supplement and support student learning, monitor student progress and collect data to address the instructional program needs for all students.
- Increase professional development opportunities for all staff on CCS and core lesson development.
- Increase academic support with Retired Teacher Tutors and instructional aides.

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).

- Provide Physical Education teacher for elementary schools.

Goal 2:

- Increase student engagement, safety and school climate to reduce student suspensions/expulsions.
- Improve access to mental health services and behavior interventions by increasing the number of school psychologists and student services to increase support for low socio-economic students, ELL students, and Foster Youth.
- Increase services and support for Alternative to Suspension Class, counseling services, learning materials, and staff.
- Improve student climate by providing professional development on PBIS for all staff.

Goal 3:

- Increase student attendance rates reduce chronic absenteeism to improve student achievement.
- Increase the support provided by SARB by increasing student and parent counseling to improve attendance.
- Increase parent education and supports to improve attendance.
- Provide health services from two School Nurses to increase student's attendance.

Goal 4:

- Provide and improve safe and age-appropriate well-maintained play areas and playground equipment that will promote the physical, social and emotional well-being of all students
- Improve and maintain playground equipment to improve school climate by creating a welcoming and safe play environment

Goal 5:

- Increase technology devices to all students by initiating a Student Computer 1:1 Initiative for all K-8 students.
- Improve student engagement and achievement by increasing professional development opportunities for teachers, instructional aides, and ASES X-Factor staff on technology.
- Increase student engagement and achievement by using intervention and enrichment software to support Common Core Standards.

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).

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

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

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

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

Budget Summary

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

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

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	5,717,448.00	3,712,595.00	5,717,448.00	6,666,996.00	7,381,492.00	19,765,936.00
	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	5,717,448.00	3,712,595.00	5,717,448.00	6,666,996.00	7,381,492.00	19,765,936.00

* 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	5,717,448.00	3,712,595.00	5,717,448.00	6,666,996.00	7,381,492.00	19,765,936.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	1,841,961.00	1,450,066.00	1,841,961.00	2,155,801.00	2,364,564.00	6,362,326.00
2000-2999: Classified Personnel Salaries	767,464.00	539,813.00	767,464.00	1,079,914.00	1,214,475.00	3,061,853.00
3000-3999: Employee Benefits	954,633.00	688,207.00	954,633.00	1,337,336.00	1,473,930.00	3,765,899.00
4000-4999: Books And Supplies	1,019,208.00	201,754.00	1,019,208.00	844,568.00	920,778.00	2,784,554.00
5000-5999: Services And Other Operating Expenditures	333,725.00	219,609.00	333,725.00	272,909.00	298,309.00	904,943.00
5700-5799: Transfers Of Direct Costs	153,910.00	152,810.00	153,910.00	154,000.00	158,000.00	465,910.00
5800: Professional/Consulting Services And Operating Expenditures	224,547.00	89,184.00	224,547.00	428,402.00	465,432.00	1,118,381.00
6000-6999: Capital Outlay	237,000.00	186,152.00	422,000.00	394,066.00	486,004.00	1,302,070.00
7000-7439: Other Outgo	185,000.00	185,000.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	5,717,448.00	3,712,595.00	5,717,448.00	6,666,996.00	7,381,492.00	19,765,936.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	1,841,961.00	1,450,066.00	1,841,961.00	2,155,801.00	2,364,564.00	6,362,326.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	767,464.00	539,813.00	767,464.00	1,079,914.00	1,214,475.00	3,061,853.00
3000-3999: Employee Benefits	Supplemental and Concentration	954,633.00	688,207.00	954,633.00	1,337,336.00	1,473,930.00	3,765,899.00
4000-4999: Books And Supplies	Supplemental and Concentration	1,019,208.00	201,754.00	1,019,208.00	844,568.00	920,778.00	2,784,554.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	333,725.00	219,609.00	333,725.00	272,909.00	298,309.00	904,943.00
5700-5799: Transfers Of Direct Costs	Supplemental and Concentration	153,910.00	152,810.00	153,910.00	154,000.00	158,000.00	465,910.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	224,547.00	89,184.00	224,547.00	428,402.00	465,432.00	1,118,381.00
6000-6999: Capital Outlay	Supplemental and Concentration	237,000.00	186,152.00	422,000.00	394,066.00	486,004.00	1,302,070.00
7000-7439: Other Outgo	Supplemental and Concentration	185,000.00	185,000.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Goal						
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	3,181,956.00	1,738,004.00	3,536,752.00	4,074,017.00	4,355,150.00	11,965,919.00
Goal 2	1,286,994.00	1,167,445.00	780,209.00	1,288,406.00	1,442,393.00	3,511,008.00
Goal 3	140,325.00	133,212.00	1,400,487.00	1,304,573.00	1,583,949.00	4,289,009.00
Goal 4	266,000.00	240,096.00	0.00	0.00	0.00	0.00
Goal 5	842,173.00	433,838.00	0.00	0.00	0.00	0.00

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

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

[Enter LEA name.]

CDS code:

[Enter CDS code.]

Link to the LCAP:

(optional)

[Provide link.]

**For which ESSA programs
will your LEA apply?**

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

*(NOTE: This list only includes ESSA
programs with LEA plan requirements;
not all ESSA programs.)*

[Enter all applicable programs here.]

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

[Explain strategy here.]

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

[Describe alignment here.]

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. [(N/A if your LEA is a charter school or COE, or your district's educator equity data does not demonstrate disparities)]

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not aligned

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]