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	Contact Name and Title	Email and Phone
Vineland School District	Matthew W. Ross, Ed.D Superintendent	mross@vineland.k12.ca.us (661) 845-3713

2017-20 Plan Summary
The Story
Describe the students and community and how the LEA serves them.

District Vision
The Vineland School District will be recognized as a premiere small school district and a model of educational excellence.

District Mission
The trustees, faculty, staff, and administrators of the Vineland School District are committed to providing rewarding and memorable experiences for all students in a safe, caring, nurturing, and healthy environment where they can reach their maximum potential in intellectual, social, emotional, and physical knowledge, skills, and competencies so that they may become positive, contributing members of society.

Few things matter more to a community's well-being than the quality of its educational system. It is the foundation upon which communities, cultures, and nations are established and maintained. It is the foundation of our democracy as it serves as the great equalizer of men and women - opening the doors of opportunity for all. As such, a free and appropriate public education is the civil rights issue of our time. The classroom is where the battle for change and equality will continue to be fought and won. To this end, we believe that educating children is a moral imperative and that every student, regardless of their zip code, socio-economic status, race, or gender deserves the best educational opportunities, period! and without qualification. Furthermore, we believe, that as a small school district, we are better able to provide rewarding and memorable learning experiences for our students; that we are better able to develop and nurture one-on-one relationships; and that we are better able to build strong, lifelong bonds. And, we believe that those of us who have been called to this noble profession have an obligation to honor that scared trust, which has been bestowed upon us by our Weedpatch community, by doing whatever it takes to provide a safe, caring, nurturing, and healthy environment where they can reach their maximum potential in academic, intellectual, social, emotional, and physical knowledge, skills, and competencies.

Rather than focus on the end-goals we wish to accomplish, we focus on what we need to do each minute, each hour, and each day in order to accomplish those goals. This in-depth, multi-tiered focus on each child, each classroom, each grade level, and each school, as well as the most granular aspect and/or details of each goal, strategy, action, program, service, or task supports our efforts in establishing and maintaining a common purpose; promoting shared consciousness and fostering empowered execution among individuals and teams. Everything we do is in support of our students' intellectual, social, emotional, and physical growth. We establish clear goals and set high expectations for all trustees, administrators, faculty, staff, parents, and students. We select, assign, and continuously develop and support our teachers, administrators, and para-professionals so that they may serve as high-quality instructional leaders at all levels. We select, implement, and monitor highly effective instructional strategies designed to improve the instructional core, and which can be applied to all levels of practice to improve instruction and increased learning for all students. We collect, analyze, and report critical metrics and performance indicators in order to make empirically supported, and student-centered decisions. We openly, honestly, and frankly collaborate within and across teams, which allow us to innovate in a way that others cannot. We accept nothing less than excellence from everybody and every team, and we have the reflective capacity to admit when we're wrong and the courage to change. We design, implement, and monitor programs and services to increase the quality and character of school life. We design, implement, and monitor meaningful family and community engagement activities designed to increase the capacity to navigate the educational system and advocate for educational opportunities and access to high quality teaching and learning. And we align the fiscal, human, and material resources toward the accomplishment of our strategic priorities.

District Schools

Schools	Grade Level
Vineland School	K-4
Sunset School	5-8

Student Enrollment

		First Day	CBEDS	Last Day
By Gender				
	Female	331	352	11
	Male	359	379	83
By Grade Level				
	Grade TK	6	8	11
	Grade K	73	81	83
	Grade 1	68	72	65
	Grade 2	86	86	80
	Grade 3	81	82	77
	Grade 4	68	77	72
	Grade 5	88	88	81
	Grade 6	66	72	67
	Grade 7	81	85	80
	Grade 8	73	80	73
By Race / Ethnicity				
	Black	0	2	2
	Filipino	1	1	0
	Hispanic	680	719	683
	White	9	9	4
By Program Identification				
	Low Income Youth	680	690	671
	Foster Youth	1	1	2
	Homeless Youth	0	0	1
	English Learners	420	400	370

LCAP Highlights

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

The Local Control and Accountability Plan and the Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum are so structured to support the District's Strategic Plan, which includes the following strategic priorities:

- ----Strategic Priority. Governance and Leadership. The selection, implementation, and monitoring of systematic efforts designed to provide strategic leadership; strategic direction; and oversight, monitoring, and accountability of organizational performance.
- ----Strategic Priority. Organizational Management. The selection, implementation, and monitoring of systematic efforts designed to ensure alignment with the strategic direction and to provide the technical assistance and operational support necessary to achieving the strategic objectives.
- ----Strategic Priority. High Quality Instruction At-Scale. The selection, implementation, and monitoring of systematic efforts to improve the instructional core, which is the relationship between the teacher and student in the presence of the content, and which can be applied to all levels of practice to improve instruction and increase learning for all students.
- ----Strategic Priority. Multi-Tiered System of Supports. The selection, implementation, and monitoring of systematic efforts focused on core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.
- ----Strategic Priority. Safe and Secure Schools. The selection, implementation, and monitoring of systematic efforts designed to ensure all schools are safe and secure communities.
- ----Strategic Priority. Engaging School Climate. The selection, implementation, and monitoring of systematic efforts designed to improve the quality and character of school life that fosters positive student engagement, as well as supporting socio-emotional development.
- ----Strategic Priority. Family and Community Engagement. The selection, implementation, and monitoring of systematic efforts to provide families and the community opportunities.to meaningfully engage with the District and each other in support of their student's intellectual, emotional, social, and physical growth.

These strategic priorities have been developed to address the levels of reform needed to create high reliability schools. Traditional high reliability organizations take a variety of extraordinary steps in pursuit of error-free performance. They work hard to anticipate and specify significant mistakes that they don't want to make. Ongoing attention to these potentially significant failures is built into their practice. These organizations have instituted systems, procedures, and processes that allow them to minimize failures and quickly address or remedy them if they occur. In other words, the public can rely on these organizations not to make mistakes and to resolve them quickly when they do occur. According to Bellamy (2005), then, "what distinguishes a high reliability organization is not the absence of errors but the ability to contain their effects so they do not escalate into significant failures" (p.385). Schools seeking high reliability designation, then, must identify a hierarchy of influencing factors, which have been proven to support student learning and achievement (leading indicators) and then constantly monitor the effectiveness of those factors (lagging indicators), looking for changes in data that indicate the presence of problems, and immediately respond to contain the negative effects of any errors that occur; so that those errors do not result in failures (Springfield, Reynolds, and Shaffer, 2008, 2012).

From a high reliability school perspective, the factors identified as having the greatest affect on student learning are organized into levels of reform, consisting of those leading indictors and accountability measures to ensure that the work being done is actually working (Marzano, Warrick, and Simms, 2014).

- ----Level 1_Safe, Supportive, and Collaborative Culture
- ----Level 2_Effective Teaching in Every Classroom
- ----Level 3_Guaranteed and Viable Curriculum
- ----Level 4_Standards-Referenced Reporting of Student Progress
- ----Level 5_Competency-Based Education (Standards-Based)

The Local Control and Accountability Plan is organized into three goals, corresponding to the three categories, under which the state priorities are organized. Each goal, and associated actions and/or services, are aligned to the several focus areas associated with the District's strategic priorities, as outlined in the District's Strategic Plan.

The alignment of the Local Control and Accountability Plan actions and/or services are intended to improve the quality of programs and/or services by focusing efforts to improve the instructional core, which is the relationship between the teacher and student in the presence of the content, and which can be applied to all levels of practice to improve instruction and increase learning for all students; efforts focused on core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success; efforts designed to ensure all schools are safe and secure communities; efforts designed to improve the quality and character of school life that fosters positive student engagement, as well as supporting socio-emotional development; efforts to provide families and the community opportunities to meaningfully engage with the District and each other in support of their student's intellectual, emotional, social, and physical growth; and efforts to improve the facilities and other capital assets necessary to transform the schools into modern learning environments.

In identifying necessary actions and/or services and building the budget for the Local Control and Accountability Plan, the District must also consider its fiduciary responsibility to ensure fiscal solvency and long-term fiscal health without sacrificing educational programs and/or services by guarding against unnecessary and/or " wasteful" spending resulting from a desire to expend funds rather than face penalties for not expending those funds; the duplication of programs and services between state, federal, and other local resources; the creation of extraneous programs and/or services unconnected to the strategic priorities; and the unintended consequences of long-term financial obligations resulting from the use of one-time or "windfall" funds. Additionally, the District in considering the declining enrollment and associated declining average daily attendance; high student mobility rate; existing programs and/or services; increased programs and/or services over the past several years; costs of salaries and benefits associated with "Instruction", "Instructional Related Services", and "Pupil Support" as a percent of the Local Control Funding Formula base grant; historical expenditures by function classification; availability of federal program funds and other state funds to provide like programs and/or services; structural and/or operational limitations, and the results of the comprehensive educational program evaluation, the District has determined that the Local Control Funding Formula supplemental and/or concentration grant funds will be required to support the improvement, enhancement, and/or extension of the overall quality of its educational programs and services.

As a small school district with nearly every student counted in the unduplicated student count, the District has determined the most effective use of its Local Control Funding Formula base, supplemental, and concentration grant funds is to coordinate those funds with federal program

funds, and other state funds to improve, enhance, and/or extended the overall quality of its educational programs and services. These coordinating efforts between the various funding sources are aligned with the requirements of California Code of Regulation, Title 5, Section 15496, which requires Districts to identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students. The Code does not require only the increase of expenditures related to the supplemental and/or concentration grants, but rather a demonstration of increased (quantity) and/or improved (quality) of services for unduplicated students as a percent of services provided to all students. With an unduplicated student count of 99.98%, all District-wide programs and/or services "are principally directed towards, and are effective, in meeting the . . . goals for . . . unduplicated pupils in the state or local priority areas."

As such, all goals and related actions/services will be directed toward increasing and/or improving services for all students, including low-income students, foster youth, homeless youth, English learners, and students with disabilities in the " or Actions/Services included as contributing to meeting the Increased or Improved Services Requirement" section of each goal.

Review of Performance

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

Greatest Progress

The District has made progress in 6 quantitative performance indicators and maintained terminal measurable outcomes in an additional 5 quantitative performance indicators.

The success experienced during the 2017-2018 school year, as well those successes anticipated for the 2018-2019 school year, are a result of a connecting all our practices across the district. Rather than focusing on the end-goals we wish to accomplish, we focus on what we need to do each minute, each hour, and each day in order to accomplish those goals. This in-depth, multi-tiered focus on each child, each classroom, each grade level, and each school, as well as the most granular aspect and/or details of each goal, strategy, action, program, service, or task supports our efforts in establishing and maintaining a common purpose; promoting shared consciousness and fostering empowered execution among individuals and teams. Everything we do is in support of our students' intellectual, social, emotional, and physical growth. We establish clear goals and set high expectations for all trustees, administrators, faculty, staff, parents, and students. We select, assign, and continuously develop and support our teachers and administrators so that they may serve as high-quality instructional leaders at all levels. We select, implement, and monitor highly effective instructional strategies designed to improve the instructional core, and which can be applied to all levels of practice to improve instruction and increased learning for all students. We collect, analyze, and report critical metrics and performance indicators in order to make empirically supported, and student-centered decisions. We openly, honestly, and frankly collaborate within and across teams, which allow us to innovate in a way that others cannot. We accept nothing less than excellence from everybody and every team, and we have the reflective capacity to admit when we're wrong and the courage to change. We design, implement, and monitor programs and services to increase the quality and character of school life. We design, implement, and monitor meaningful family and

community engagement activities designed to increase the capacity to navigate the educational system and advocate for educational opportunities and access to high quality teaching and learning. And we align the fiscal, human, and material resources toward the accomplishment of our strategic priorities.

State Priority 1- Basic
Teacher Credential and Assignment. During the 2017-2018 school year, the percent of all assigned teachers who were fully credentialed increased by 5.41% over the course of the school year to 70.3%, while100% percent of all assigned teachers possessed appropriate authorizations (subject matter competence and English learner authorizations) pursuant to Education Code section 44258.9. During the 2018-2019 school year, and beyond, the District will continue to strive to recruit and select fully credentialed, and appropriately authorized eachers. However, given the shortage of fully credentialed teachers, or at least intern eligible teachers, this becomes problematic. The Distirct will continue to leverage all available funding sources to provide competitive salaries and benefits (within the limitations of the District's budget), as well as maintain the type of organizational culture which creates a positive and inspiring environment. Additionally, the District will continue to provide those teachers lacking required credentials and/or authorization, reasonable release time and/or reimbursement for eligible teachers to prepare for, take, and pass all required examinations to be fully credentialed with the proper authorizations to teach the students for which they are assigned.

Instructional Materials. During the 2017-2018 school year, 100% of all schools received an overall rating of "Sufficient", as measured by the Williams Instructional Materials Sufficiency survey, certifying all students had access to the current State Board of Education (SBE) and District adopted standards-aligned core instructional and ancillary materials pursuant to Education Code section 60119. To maintain this terminal measurable outcome, during the 2018-2019 school year, and beyond, the District will continue to annually replace/replenish standards-aligned core, ancillary, and supplemental instructional materials to ensure all students have access to and all teacher utilize such materials. Additionally, the District will begin the process of planning for, piloting, and adopting core and ancillary instructional materials tightly aligned to the Next Generation Science Standards to facilitate the effective delivery of the curriculum, as the District still utilizes the 2006 (Grads 7-8) and 2007 (Grades K-6) adopted core and ancillary materials for Science and the 2006 (Grades K-6).

Facilities Maintenance and Repair. During the 2017-2018 school year, 100% of all schools received an overall rating of "Good" or "Exemplary", as measured by the Williams Facilities Inspection Tool, certifying all school facilities were appropriately maintained and in good repair. During the 2018-2019 school year, and beyond, the District will continue to acquire, maintain, repair, or upgrade facilities and other capital assets necessary to transform the schools into modern learning environments. During the 2014-2015 school year, the District began the process of conducting monthly "perimeter walks" to identify short-term and long-term facilities needs (repair, maintenance, upgrades, and/or acquisitions). The District also began the process of developing a comprehenisve facilities master plan, which focuses on system upgrades (air conditioning, lighting, roofing, irrigation, etc.) and renewal projects (capacity needs, classroom furniture, science labs, maker space, etc.) designed to enhance faculty, staff, and students educational experiences. To maintain this terminal measurable outcome, during the 2018-2019 school year, and beyond, the District will continue

State Priority 2 - Implementation of State Standards
During the 2017-2018 school year, the implementation status of Common Core State Standards - English Language Arts and Literacy and the Common Core State Standards - Mathematics increased from "Partial" to "Substantial", while the implementation status of the "Next Generation"

Science Standards increased from "Minimal" to "Partial". During the 2017-2018 school year, the District adopted a new implementation rubric, focused on the indictors outlined in the High Reliability Schools protocol, which provided a more concise and reliable criteria for each implementation level. During the 2018-2019 school year, and beyond, the District will continue the process of achieving "Full" implementation of the Common Core State Standards - English Language Arts and Literacy and the Common Core State Standards - Mathematics by continuing ther process of refining the Measurement topics, planning for student evidence, refining the standar-referenced reporting protocols, and providing continuing professional development.

State Priority 4 - Pupil Achievement
During the 2017-2018 school year, the percent of all students scoring at least "Standard Met" on the Smarter Balanced Assessment Consortium (SBAC) summative English Language Arts and Literacy assessment increased from 14% to 24.5% (unofficial results), while the percentof all students scoring at least "Standard Met" on the Smarter Balanced Assessment Consortium (SBAC) summative Mathematics assessment increased from 9% to 15% (unofficial results). For the 2018-2019 school year, and beyond, the District will continue its efforts to improve the instructional core, which is the relationship between the teacher and student in the presence of the content, and which can be applied to all levels of practice to improve instruction and increase learning for all students. The District will focus on providing high quality instructional leadership; effective teaching in every classroom; a guaranteed and viable curriculum, which includes literacy rich learning environments and comprehensive vocabulary program; standards-referenced reporting; and a competency-based education protocol. Additionally, the District will also continue to provided multi-tiered system of supports focused on core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

State Priority 5 - Engagement
During the 2017-2018 school year, the chronic absenteeism rate decreased from 12.1% to 10.8%. During the 2018-2019 school year, and beyond, the District will continue the process of provided a range of interventions and supports to increase positive student attendance, including monthly Positive Student Attendance Intervention and Support meetings; positive student attendnance incentives; and additional counseling and support services, as needed.

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

Based on the data published on the California School Dashboard (Fall 2017), three state indictors received a "Red" or "Orange" performance designation, while four areas received a "Not Met" rating (see table below). Even though the District made growth during the 2017-2018 school year, which has not yet been reflected on the California School Dashboard, the District has determined several areas are still in need of significant improvement:

State Priority 1 - Basic
Teacher Credential and Assignment. At the end of the 2017-2018 school year, 70.3% of all assigned teachers were fully credentialed, while100% percent of all assigned teachers possessed appropriate authorizations (subject matter competence and English learner authorizations) pursuant

to Education Code section 44258.9. Even though the percent of teachers who were fully credentialed increased by 5.41% over the course of the school year, there continues to be a need to staff each schools with fully-credentialed teachers. During the 2018-2019 school year, the District will continue to strive to recruit and select full credentialed, and appropriately authorized teachers. However, given the shortage of fully-credentialed teachers throughout the state, the District size, location, and pay scale, this becomes problematic. In order to recruit and retain fully credentialed and appropriately authorized teachers and administrators who will one day serve as high quality instructional leaders, the District must provide competitive salaries and benefits (within the limitations of the District's budget), as well as maintain the type of organizational culture which creates a positive and inspiring environment. For those teachers lacking required credentials and/or authorization, the District will provide reasonable release time and/or reimbursement for eligible teachers to prepare for, take, and pass all required examinations to be fully credentialed and with the proper authorizations to teach the students for which they are assigned.

Instructional Materials. During the 2017-2018 school year, 100% of all schools received an overall rating of "Sufficient", as measured by the Williams Instructional Materials Sufficiency survey, certifying all students had access to the current State Board of Education (SBE) and District adopted standards-aligned core instructional and ancillary materials pursuant to Education Code section 60119. However, there is continued need to annually replace/replenish standards-aligned core, ancillary, and supplemental instructional materials to ensure all students have access to and all teacher utilize such materials. Additionally, there is a need to begin the process of planning for, piloting, and adopting core and ancillary instructional materials tightly aligned to the Next Generation Science Standards to facilitate the effective delivery of the curriculum, as the District still utilizes the 2006 (Grads 7-8) and 2007 (Grades K-6) adopted core and ancillary materials for Science and the 2006 (Grades K-6).

Facilities Maintenance and Repair. During the 2017-2018 school year, 100% of all schools received an overall rating of "Good" or "Exemplary", as measured by the Williams Facilities Inspection Tool, certifying all school facilities were appropriately maintained and in good repair. However, there is a continuing need to acquire, maintain, repair, or upgrade facilities and other capital assets necessary to transform the schools into modern learning environments. Failure to develop, fund, and implement a Deferred Maintenance Plan and a Facilities Master Plan, which focuses on system upgrades (air conditioning, lighting, roofing, irrigation, etc.) and renewal projects (capacity needs, classroom furniture, science labs, maker space, etc.) has the potential negatively impact students' educational experience.

State Priority 2 - Implementation of State Standards
Common Core State Standards - Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (Adopted August 2010 and Modified March 2013). During the 2017-2018 school year, the Common Core State Standards - Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (Adopted August 2010 and Modified March 2013) received an overall implementation rating of "Substantial".

Common Core State Standards - Mathematics (Adopted August 2010 and modified January 2013). During the 2017-2018 school year, the Common Core State Standards - Mathematics (Adopted August 2010 and modified January 2013) received an overall implementation rating of "Substantial"

"Next Generation" Science Standards (Adopted 2013). During the 2017-2018 school year, the "Next Generation" Science Standards (Adopted 2013) received an overall implementation rating of "Partial"

History /Social Science Content Standards (Adopted 1998). During the 2017-2018 school year, the History /Social Science Content Standards (Adopted 1998) received an overall implementation rating of "Minimal."

English Language Development (Adopted November 2012). During the 2017-2018 school year, the English Language Development (Adopted November 2012) received an overall implementation rating of "Minimal."

Visual and Performing Art Content Standards (Adopted January 2001). During the 2017-2018 school year, the Visual and Performing Art Content Standards (Adopted January 2001) received an overall implementation rating of "Minimal."

Career Technical Education Content Standards (Updated January 2013). During the 2017-2018 school year, the Career Technical Education Content Standards (Updated January 2013) received an overall implementation rating of "Minimal."

Health Education Content Standards (Adopted March 2008). During the 2017-2018 school year, the Health Education Content Standards (Adopted March 2008) received an overall implementation rating of "Minimal."

Model School Library Standards (Adopted September 2010). During the 2017-2018 school year, the Model School Library Standards (Adopted September 2010) received an overall implementation rating of "Minimal."

World Language Content Standards (Adopted January 2009). The implementation of the World Language Content Standards (Adopted January 2009) has not been reviewed, as the District does not offer such courses.

Even though progress was made in the implementation of each the state adopted academic content and performance standards, there continues to be a need to fully implement all state adopted academic content and performance standards with fidelity.

State Priority 3 - Parent Involvement
Efforts to Seek Parent Input in Decision Making_Regulatory and Non-Regulatory Committees. During the 2017-2018 school year, the District provided all parents with opportunities to serve on several regulatory and non-regulatory committee such as, the District Parent Advisory Committee, District English Learner Advisory Committee, as well as multiple Local Control and Accountability Family and Community Input Forums; or at least attend the meetings of such committees.

Promotion of Parent Participation in Programs for Unduplicated Pupils and Special Need Subgroups_Capacity Building Opportunities. During the 2017-2018 school year, the District provided all parents with opportunities to increase their capacity to support their student's intellectual, emotional, social, and physical growth. Specially, the District hosted a Back-to-School Night and two parent -teacher conferences (fall and winter). During these capacity-building opportunities, the District also provided translation service and child care services. The District also provided parents with daily access to their child's academic progress though the SchoolWise Parent Portal.

Even though the District has provided families and the community with meaningfully opportunities to engage with the District and each other in support of their student's intellectual, emotional, social, and physical growth, there is a continued need to collect both qualitative and quantitative data on the

effecters of such opportunities to ensure all families and members of the community by providing various opportunities for families and community members to meaningfully engage with the District and each other by building the capacity of families to support of their student's intellectual, emotional, social, and physical growth; providing opportunities for families to demonstrate leadership on both regulatory and non-regulatory committees/councils; providing opportunities for families to be involved in monitoring the progress of the District's programs; and providing multiple strategies to facilitate two-way communication with parents on a regular basis and ensuring information is readily available and accessible in formats and languages spoken by parents in the District.

State Priority 4 - Pupil Achievement
English Language Arts Performance. During the 2017-2018 school year, 24.5% (unofficial results) of all students scored at least "Standard Met"on the Smarter Balanced Assessment Consortium (SBAC) summative English Language Arts and Literacy assessment. This was an increase of 10.6% over the previous year.

Mathematics Performance. During the 2017-2018 school year, 14.6% (unofficial results) of all students scored at least "Standard Met" on the Smarter Balanced Assessment Consortium (SBAC) Mathematics summative assessment. This was an increase of 5.6% over the previous year.

English Language Proficiency. During the 2017-2018 school year, 36.2% (unofficial results) of English learners made annual progress toward English proficiency, as measured by the English Language Proficiency Assessment for California (ELPAC). This was an decrease of 9.5%over the previous year.

English Learner Reclassification Rate. During the 2017-2018 school year, 45 students were Fluent English Proficient.

Even though progress was made with regard to student performance on state assessments, there continues to be a need to significantly improve student performance to at least at a level commensurate with the county average. For the 2018-2019 school year, the District will continue its efforts to improve the instructional core, which is the relationship between the teacher and student in the presence of the content, and which can be applied to all levels of practice to improve instruction and increase learning for all students. The District will focus on providing high quality instructional leadership; effective teaching in every classroom; a guaranteed and viable curriculum, which includes literacy rich learning environments and comprehensive vocabulary program; standards-referenced reporting; and a competency-based education protocol. Additionally, the District will also continue to provided multi-tiered system of supports focused on core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

State Priority 5 - Pupil Engagement
Positive Student Attendance Rate. During the 2017-2018 school year, the positive student attendance rate was 95.7% (unofficial results). This was an increase of 0.4% over the previous year.

Chronic Absenteeism Rate. During the 2017-2018 school year, the chronic absenteeism rate was 10.8% (unofficial results). This was a decrease of 1.3% over the previous year.

Middle School Dropout Rate. During the 2017-2018 school year, the middle school dropout rate rained at 0%.

Even though the District improved in each of the three expected annual measurable outcomes, there is a continuing need to implement and monitor comprehensive student positive attendance interventions and supports, as well as other systematic efforts designed to reduce the rates of truancy and chronic absenteeism, as well as promote persistence.

State Priority 6 - School Climate
Student Expulsion Rate. During the 2017-2018 school year the expulsion rate remained unchanged at 0% (one student).

Student Suspension Rate. During the 2017-2018 school year the suspension rate remained unchanged at 4% (unofficial results).

Attitudinal Survey Results. During the 2017-2018 school year, the District did not administer any attitudinal surveys of pupils, parents and teachers on the sense of safety and school connectedness

Even though the District improved in each of the two expected annual measurable outcomes, there is a continuing need to provided a multi-tiered system of supports focused on core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. These supports include, Social and Emotional Learning Competencies; Response to Intervention; Positive Behavioral Interventions and Supports; Positive Student Attendance Interventions and Supports; Character Education Program; a Comprehensive Program of Co-Curricular Activities; and a Comprehensive Program of Extra-Curricular Activities

State Priority 7 - Course Access
Core Course Enrollment. During the 2017-2018 school year 100% of all students were enrolled in a broad course of study that includes all the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable, except for World Languages.

Program and Services for Low Income Students, Foster Youth, and Homeless Youth. During the 2017-2018 school year, 99.9% of all low income students, foster youth, and homeless youth matriculated to the next grade level; 25% of all low income students, foster youth, and homeless youth scored at least at "Standard Met" on the Smarter Balanced Assessment Consortium (SBAC) summative English Language Arts and Literacy assessment; and 16% scored at least "Standard Met" on the Smarter Balanced Assessment Consortium (SBAC) summative Mathematics assessment.

Programs and Services for English Learners. During the 2017-2018 school year, 99.9% of all English learners matriculated to the next grade level; 11% of all English learners scored at least at "Standard Met" on the Smarter Balanced Assessment Consortium (SBAC) summative English Language Arts and Literacy assessment; and 6% of all English learners scored at least "Standard Met" on the Smarter Balanced Assessment Consortium (SBAC) summative Mathematics assessment.

Programs and Services for Students with Disabilities. During the 2017-2018 school year, 100% of all students with disabilities matriculated to the next grade level; 8% of all students with disabilities scored at least at "Standard Met" on the Smarter Balanced Assessment Consortium (SBAC) summative English Language Arts and Literacy assessment; and 6% of all students with disabilities scored at least "Standard Met" on the Smarter Balanced Assessment Consortium (SBAC) summative Mathematics assessment.

Programs and Services for Migrant Students. During the 2017-2018 school year, 100% of all Migrant students matriculated to the next grade level; 25% of all Migrant students scored at least at "Standard Met" on the Smarter Balanced Assessment Consortium (SBAC) summative English Language Arts and Literacy assessment; and 20% of all Migrant students scored at least "Standard Met" on the Smarter Balanced Assessment Consortium (SBAC) summative Mathematics assessment.

Even though the District improved in or met each of the five expected annual measurable outcomes, there is a continuing need to provided a multi-tiered system of supports focused on programs and services for low income students, foster youth, and homeless youth; students with disabilities; English learners; and Migrant students designed to ensure fair, equal, and significant opportunities for such students to obtain a high-quality education and reach, at a minimum, proficiency on State and District academic achievement standards

State Priority 8 - Other Pupil Outcomes
Matriculation Rate. During the 2017-2018 school year, 99.9% of all students matriculated to the next grade level. This was an increase of 0.2% over the previous year.

California Physical Fitness Test. The District does not yet have data on the 2017-2018 Physical Fitness Test.

Even though the District improved in one of two expected annual measurable outcomes, with one having no data at this time, there is a continuing need to provided a multi-tiered system of supports focused on core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. These supports include, Social and Emotional Learning Competencies; Response to Intervention; Positive Behavioral Interventions and Supports; Positive Student Attendance Interventions and Supports; Character Education Program; a Comprehensive School Physical Activity Program; Comprehensive Program of Co-Curricular Activities; a Comprehensive Program of Extra-Curricular Activities, and appropriate programs and services for low income students, foster youth, and homeless youth; students with disabilities; English learners; and Migrant students designed to ensure fair, equal, and significant opportunities for such students to obtain a high-quality education and reach, at a minimum, proficiency on State and District academic achievement standards.

State Indicators	Spring 2017	Fall 2017
Chronic Absenteeism	N/A	N/A
Suspension Rate	Yellow	Orange
English Learners	Yellow	Orange
Socioeconomically Disadvantaged	Yellow	Orange
Students with Disabilities	Orange	Red
Hispanic	Yellow	Orange
English Learner Progress	Orange	Yellow
English Language Arts	Red	Red
English Learners	Orange	Red
Socioeconomically Disadvantaged	Red	Red
Students with Disabilities	Orange	Red
Hispanic	Orange	Red
Mathematics	Yellow	Red
English Learners	Yellow	Red
Socioeconomically Disadvantaged	Yellow	Red
Students with Disabilities	Orange	Red
Hispanic	Yellow	Red
Local Indicators	**Spring 2017**	**Fall 2017**
Basics (Teachers, Instructional Materials, Facilities)	Not Met	Not Met
Implementation of Academic Standards	Not Met	Not Met
Parent Engagement	Not Met	Not Met
Parent Engagement	Not Met	Not Met

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

As a small school district with nearly every student counted in the unduplicated student count, and with a relatively racially/ethnically homogenous student population, the recently released California School Dashboard does not identify any state indicators for which a performance gap exists between "all student" performance and any of the unduplicated student (low income, English learner,

or foster youth) performance. However, in addressing the needs of all students, including unduplicated students, the Local Control and Accountability Plan has been so structured as to support the District's Strategic Plan. The Local Control and Accountability Plan identifies several areas in which the quality of programs and/or services are to be improved by focusing on efforts to improve the instructional core, which is the relationship between the teacher and student in the presence of the content, and which can be applied to all levels of practice to improve instruction and increase learning for all students; efforts focused on core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success; efforts designed to ensure all schools are safe and secure communities; efforts designed to improve the quality and character of school life that fosters positive student engagement, as well as supporting socio-emotional development; efforts to provide families and the community opportunities to meaningfully engage with the District and each other in support of their student's intellectual, emotional, social, and physical growth; and efforts to improve the facilities and other capital assets necessary to transform the schools into modern learning environments.

State Indicators	Spring 2017	Fall 2017
Chronic Absenteeism	N/A	N/A
Suspension Rate	Yellow	Orange
English Learners	Yellow	Orange
Socioeconomically Disadvantaged	Yellow	Orange
Students with Disabilities	Orange	Red
Hispanic	Yellow	Orange
English Learner Progress	Orange	Yellow
English Language Arts	Red	Red
English Learners	Orange	Red
Socioeconomically Disadvantaged	Red	Red
Students with Disabilities	Orange	Red
Hispanic	Orange	Red
Mathematics	Yellow	Red
English Learners	Yellow	Red
Socioeconomically Disadvantaged	Yellow	Red
Students with Disabilities	Orange	Red
Hispanic	Yellow	Red
Local Indicators	**Spring 2017**	**Fall 2017**
Basics (Teachers, Instructional Materials, Facilities)	Not Met	Not Met
Implementation of Academic Standards	Not Met	Not Met
Parent Engagement	Not Met	Not Met
Parent Engagement	Not Met	Not Met

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

Increased or Improved services

The Local Control and Accountability Plan is organized into three goals, corresponding to the three categories, under which the state priorities are organized. Each goal, and associated actions or services, are aligned to the several focus areas associated with the District's strategic priorities, as outlined in the District's Strategic Plan. The Local Control and Accountability Plan identifies several areas in which the quality of programs and/or services are improved by focusing efforts to improve

the instructional core, which is the relationship between the teacher and student in the presence of the content, and which can be applied to all levels of practice to improve instruction and increase learning for all students; efforts focused on core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success; efforts designed to ensure all schools are safe and secure communities; efforts designed to improve the quality and character of school life that fosters positive student engagement, as well as supporting socio-emotional development; efforts to provide families and the community opportunities to meaningfully engage with the District and each other in support of their student's intellectual, emotional, social, and physical growth; and efforts to improve the facilities and other capital assets necessary to transform the schools into modern learning environments.

In identifying necessary actions and/or services and building the budget for the Local Control and Accountability Plan, the District must also consider its fiduciary responsibility to ensure fiscal solvency and long-term fiscal health without sacrificing educational programs and/or services by guarding against unnecessary and/or " wasteful" spending resulting from a desire to expend funds rather than face penalties for not expending those funds; the duplication of programs and services between state, federal, and other local resources; the creation of extraneous programs and/or services unconnected to the strategic priorities; and the unintended consequences of long-term financial obligations resulting from the use of one-time or "windfall" funds.

Additionally, the District in considering the declining enrollment and associated declining average daily attendance; high student mobility rate; existing programs and/or services; increased programs and/or services over the past several years; costs of salaries and benefits associated with "Instruction", "Instructional Related Services", and "Pupil Support" as a percent of the Local Control Funding Formula base grant; historical expenditures by function classification; availability of federal program funds and other state funds to provide like programs and/or services; structural and/or operational limitations, and the results of the comprehensive educational program evaluation, the District has determined that the Local Control Funding Formula supplemental and/or concentration grant funds will be required to support the improvement, enhancement, and/or extension of the overall quality of its educational programs and services

As a small school district with nearly every student counted in the unduplicated student count, the District has determined the most effective use of its Local Control Funding Formula base, supplemental, and concentration grant funds is to coordinate those funds with federal program funds, and other state funds to improve, enhance, and/or extended the overall quality of its educational programs and services. These coordinating efforts between the various funding sources are aligned with the requirements of California Code of Regulation, Title 5, Section 15496, which requires Districts to identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students. The Code does not require only the increase of expenditures related to the supplemental and/or concentration grants, but rather a demonstration of increased (quantity) and/or improved (quality) of services for unduplicated students as a percent of services provided to all students. With an unduplicated student count of 99.98%, all District-wide programs and/or services "are principally directed towards, and are effective, in meeting the . . . goals for . . . unduplicated pupils in the state or local priority areas."

As such, all goals and related actions/services will be directed toward increasing and/or improving services for all students, including low-income students, foster youth, homeless youth, English learners, and students with disabilities in the " or Actions/Services included as contributing to meeting the Increased or Improved Services Requirement" section of each goal.

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	$9,443,044
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$7,406,362.00

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.

In addition to the expenditures identified in the Local Control and Accountability Plan, the District will also expend funds for the general operations of the District. The expenditures include administrative salaries and benefits; other classified salaries and benefits; and supplies, services, and other operating expenses associated with general operations. Additionally, the District will reserve a portion of current year funds to guard against loss of funding due to declining enrollment and associated declining average daily attendance; the scheduled increases in statutory benefits (State Teachers Retirement System and the Public Employee Retirement System); the scheduled increases in the minimum wage and the associated costs with regard to avoiding wage compression; the rising cost of health and welfare premiums; the rising operational costs associated with the long-term need to acquire, maintain, repair, or upgrade facilities and other capital assets necessary to transform the schools into modern learning environments.

In identifying necessary actions and/or services and building the budget for the Local Control and Accountability Plan, the District must also consider its fiduciary responsibility to ensure fiscal solvency and long-term fiscal health without sacrificing educational programs and/or services by guarding against unnecessary and/or " wasteful" spending resulting from a desire to expend funds rather than face penalties for not expending those funds; the duplication of programs and services between state, federal, and other local resources; the creation of extraneous programs and/or services unconnected to the strategic priorities; and the unintended consequences of long-term financial obligations resulting from the use of one-time or "windfall" funds.

Additionally, the District in considering the declining enrollment and associated declining average daily attendance; high student mobility rate; existing programs and/or services; increased programs and/or services over the past several years; costs of salaries and benefits associated with "Instruction", "Instructional Related Services", and "Pupil Support" as a percent of the Local Control Funding Formula base grant; historical expenditures by function classification; availability of federal program funds and other state funds to provide like programs and/or services; structural and/or operational limitations, and the results of the comprehensive educational program evaluation, the District has determined that the Local Control Funding Formula supplemental and/or concentration grant funds will be required to support the improvement, enhancement, and/or extension of the overall quality of its educational programs and services

As a small school district with nearly every student counted in the unduplicated student count, the District has determined the most effective use of its Local Control Funding Formula base, supplemental, and concentration grant funds is to coordinate those funds with federal program

funds, and other state funds to improve, enhance, and/or extended the overall quality of its educational programs and services. These coordinating efforts between the various funding sources are aligned with the requirements of California Code of Regulation, Title 5, Section 15496, which requires Districts to identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students. The Code does not require only the increase of expenditures related to the supplemental and/or concentration grants, but rather a demonstration of increased (quantity) and/or improved (quality) of services for unduplicated students as a percent of services provided to all students. With an unduplicated student count of 99.98%, all District-wide programs and/or services "are principally directed towards, and are effective, in meeting the . . . goals for . . . unduplicated pupils in the state or local priority areas."

As such, all goals and related actions/services will be directed toward increasing and/or improving services for all students, including low-income students, foster youth, homeless youth, English learners, and students with disabilities in the " or Actions/Services included as contributing to meeting the Increased or Improved Services Requirement" section of each goal.

DESCRIPTION

Total Projected LCFF Revenues for LCAP Year

AMOUNT

$7,771,961

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

Conditions for Learning. On an annual basis, all conditions necessary to support effective teaching and learning will be preserved.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                              Priority 2: State Standards (Conditions of Learning)
                              Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator State Priority 1 - Basic Degree to which teachers are appropriately assigned and credentialed in subject areas Degree to which students have sufficient access to standards-aligned instructional materials Degree to which school facilities are maintained in good repair State Priority 2 - Implementation of State Standards Implementation of content and performance standards for all students, including English learners State Priority 7 - Course Access Student access and enrollment in all required areas of study	State Priority 1 - Basic Teacher Credential and Assignment. At the end of the 2017-2018 school year, 70.3% of all assigned teachers were fully credentialed, while100% percent of all assigned teachers possessed appropriate authorizations (subject matter competence and English learner authorizations) pursuant to Education Code section 44258.9. Instructional Materials. During the 2017-2018 school year, 100% of all schools received an overall rating of "Sufficient", as measured by the Williams Instructional Materials Sufficiency survey, certifying all students had access to the current State Board of Education (SBE) and District adopted standards-aligned core instructional and ancillary materials pursuant to Education Code section 60119. Facilities Maintenance and Repair. During the 2017-2018 school year, 100% of all schools received an overall rating of "Good" or "Exemplary", as measured by the Williams Facilities Inspection Tool, certifying all school facilities were appropriately maintained and in good repair. State Priority 2 - Implementation of State Standards Common Core State Standards - Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects: "Substantial".

Expected	Actual
17-18 State Priority 1 - Basic Teacher Credential and Assignment. For the 2017-2018 school year, 100% of all teachers will be fully credentialed and appropriately authorized to teach the students to which they are assigned pursuant to Education Code section 44258.9, as measured by the Williams Assignment Monitoring survey. This expected annual measurable outcome represents a 24% increase over the previous year's rate of 76% and appropriate authorizations of 100%. Instructional Materials. For the 2017-208 school year, 100% of all schools will continue to receive an overall rating of "Sufficient", certifying all students had access to the current State Board of Education (SBE) and District adopted standards-aligned core instructional and ancillary materials pursuant to Education Code section 60119, as measured by the Williams Instructional Materials Sufficiency survey. This expected annual measurable outcome represents a maintenance of the previous year's rate of 100%. Facilities Maintenance and Repair. For the 2017-208 school year, 100% of all schools will continue to receive an overall rating of "Good" or "Exemplary", certifying all school facilities were appropriately maintained and in good repair, as measured by the Williams Facilities Inspection Tool. This expected annual measurable outcome represents a maintenance of the previous year's rate of 100%. State Priority 2 - Implementation of State Standards For the 2017-2018 school year, the overall implementation of Common Core State Standards - Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects and the Common Core State Standards - Mathematics will receive an overall rating of "Full". The History /Social Science Content Standards, English Language Development, Visual and Performing Art Content Standards, Career Technical Education Content Standards, Health Education Content Standards, and Model School Library Standards will receive an overall rating of "Substantial". The "Next Generation" Science Standards received an overall implementation rating of will receive an overall rating of "Substantial. The implementation of the World Language Content Standards has not been reviewed as the District does not offer such courses. State Priority 7 - Course Access. For the 2017-2018 school year, 100% of all students, including "unduplicated students" and "students with exceptional needs," will be enrolled in a broad course of study that includes all of the subject areas.	Common Core State Standards - Mathematics: "Substantial" "Next Generation" Science Standards: "Partial" History /Social Science Content Standards (Adopted 1998): "Minimal." English Language Development: "Minimal." Visual and Performing Art Content Standards: "Minimal." Career Technical Education Content Standards: "Minimal." Health Education Content Standards: "Minimal." Model School Library Standards: "Minimal."World Language Content Standards: N/A State Priority 7 - Course Access Core Course Enrollment. 100% of all students were enrolled in a broad course of study. Program and Services for Low Income Students, Foster Youth, and Homeless Youth. 99.9% of all low income students, foster youth, and homeless youth matriculated to the next grade level; 25% scored at least at "Standard Met" on the SBAC summative English Language Arts and Literacy assessment; and 16% scored at least "Standard Met" on the SBAC summative Mathematics assessment. Programs and Services for English Learners. 99.9% of all English learners matriculated; 11% scored at least at "Standard Met" on the SBAC summative English Language Arts and Literacy assessment; and 6% scored at least "Standard Met" on the SBAC summative Mathematics assessment. Programs and Services for Students with Disabilities. 100% of all students with disabilities matriculated; 8% scored at least at "Standard Met" on the SBAC summative English Language Arts and Literacy assessment; and 6% scored at least "Standard Met" on the SBAC summative Mathematics assessment. Programs and Services for Migrant Students. 100% of all Migrant students matriculated; 25% scored at least at "Standard Met" on the SBAC summative English Language Arts and Literacy assessment; and 20% scored at least "Standard Met" SBAC summative Mathematics assessment.

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
Focus Area. Recruitment, Selection, Assignment, and Retention of High Quality Teachers, Administrators, and Paraprofessionals. The comprehensive efforts to recruit, select, assign, and retain high quality teachers, administrators, and paraprofessionals so that every classroom will have fully credentialed and appropriately authorized teachers, supported by fully credentialed administrators and appropriately authorized paraprofessionals.

Recruitment and Retention. The District will, to the extent possible, maintain sufficiently competitive salaries, wages, and benefits, as well as a positive school climate, to attract and retain fully credentialed, appropriately authorized, and highly effective teachers, administrators, and paraprofessionals. | Focus Area. Recruitment, Selection, Assignment, and Retention of High Quality Teachers, Administrators, and Paraprofessionals. The comprehensive efforts to recruit, select, assign, and retain high quality teachers, administrators, and paraprofessionals so that every classroom will have fully credentialed and appropriately authorized teachers, supported by fully credentialed administrators and appropriately authorized paraprofessionals.

Recruitment and Retention. The District has not yet settled negotiations with the Vineland Teachers Assocaition. However, the District's salary schedule is comparable to other Districts of similar size, budget, and ADA. Therefore, salaries and benefits remain unchanged. The District did participate in the Kern County Superintendent of Schools Teacher Recruitment Faire. | Stipend - Masters Degree 1000-1999: Certificated Personnel Salaries Sup/Con 61500

Stipend - Masters Degree 3000-3999: Employee Benefits Base 10411

Stipend - Bilingual Authorization 1000-1999: Certificated Personnel Salaries Sup/Con 49200

Stipend - Bilingual Authorization 3000-3999: Employee Benefits Base 8329

Perfect Attendance Incentive 1000-1999: Certificated Personnel Salaries Base 45500

Perfect Attendance Incentive 3000-3999: Employee Benefits Base 7618 | Stipend - Masters Degree 1000-1999: Certificated Personnel Salaries Sup/Con 15,000

Stipend - Masters Degree 3000-3999: Employee Benefits 232

Stipend - Bilingual Authorization 1000-1999: Certificated Personnel Salaries Sup/Con 9,600

Stipend - Bilingual Authorization 3000-3999: Employee Benefits 2,208

Did not implement 0000: Unrestricted Other 0

Did not implement 0000: Unrestricted Other 0 |

Action 2

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
Focus Area. Recruitment, Selection, Assignment, and Retention of High Quality Teachers, Administrators, and Paraprofessionals. The comprehensive efforts to recruit, select, assign, and retain high quality teachers, administrators, and paraprofessionals so that every classroom will have fully credentialed and appropriately authorized teachers, supported by fully credentialed administrators and appropriately authorized paraprofessionals.

Selection and Assignment. The District will, to the extent possible, select and assign teachers, administrators, and paraprofessionals, based on student learning needs and program requirements, with the most effective teachers, administrators, and paraprofessionals being assigned to those students with the highest academic and/or behavioral needs.

(Note. No cost associated with the action/service) | Focus Area. Recruitment, Selection, Assignment, and Retention of High Quality Teachers, Administrators, and Paraprofessionals. The comprehensive efforts to recruit, select, assign, and retain high quality teachers, administrators, and paraprofessionals so that every classroom will have fully credentialed and appropriately authorized teachers, supported by fully credentialed administrators and appropriately authorized paraprofessionals.

Selection and Assignment. The District selected and assigned teachers, administrators, and paraprofessionals, based on student learning needs and program requirements, with the most effective teachers, administrators, and paraprofessionals being assigned to those students with the highest academic and/or behavioral needs.

(Note. No cost associated with the action/service) | No expenditures associated with this action/service 0000: Unrestricted Other 0 | No expenditures associated with this action/service 0000: Unrestricted Other 0 |

Action 3

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

| | | No expenditures associated with this action/service 0000: Unrestricted Other 0 | No expenditures associated with this action/service 0000: Unrestricted Other 0 |

Focus Area. Recruitment, Selection, Assignment, and Retention of High Quality Teachers, Administrators, and Paraprofessionals. The comprehensive efforts to recruit, select, assign, and retain high quality teachers, administrators, and paraprofessionals so that every classroom will have fully credentialed and appropriately authorized teachers, supported by fully credentialed administrators and appropriately authorized paraprofessionals.

Equitable and Balanced Distribution. The District will, to the extent possible, maintain equitable distribution across all schools of fully credentialed teachers with appropriate authorizations, as well as a balance of teachers regarding years of service and experiences.

(Note. No cost associated with the action/service)

Focus Area. Recruitment, Selection, Assignment, and Retention of High Quality Teachers, Administrators, and Paraprofessionals. The comprehensive efforts to recruit, select, assign, and retain high quality teachers, administrators, and paraprofessionals so that every classroom will have fully credentialed and appropriately authorized teachers, supported by fully credentialed administrators and appropriately authorized paraprofessionals.

Equitable and Balanced Distribution. The District maintained equitable distribution across all schools of fully credentialed teachers with appropriate authorizations, as well as a balance of teachers regarding years of service and experiences.

(Note. No cost associated with the action/service)

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Focus Area. Recruitment, Selection, Assignment, and Retention of High Quality Teachers, Administrators, and Paraprofessionals. The comprehensive efforts to recruit, select, assign, and retain high quality teachers, administrators,	Preparation and Examination. The District provided reasonable reimbursement / release time for six eligible teachers to prepare for, take, and pass all required examinations to be fully credentialed and with the proper authorizations to teach the	Teacher Release Time - Substitute Teacher Coverage 1000-1999: Certificated Personnel Salaries Title II (4035) 3000	Teacher Release Time - Substitute Teacher Coverage 1000-1999: Certificated Personnel Salaries Title II (4035) 1,574
		Teacher Release Time - Substitute Teacher Coverage	Teacher Release Time - Substitute Teacher Coverage

and paraprofessionals so that every classroom will have fully credentialed and appropriately authorized teachers, supported by fully credentialed administrators and appropriately authorized paraprofessionals. Preparation and Examination. The District will, to the extent possible, provide reasonable reimbursement / release time for eligible teachers to prepare for, take, and pass all required examinations to be fully credentialed and with the proper authorizations to teach the students for which they are assigned.	students for which they are assigned	3000-3999: Employee Benefits Title II (4035) 508 Reimbursement for CSET and/or RICA 4000-4999: Books And Supplies Title II (4035) 855	3000-3999: Employee Benefits Title II (4035) 362 Reimbursement for CSET and/or RICA 4000-4999: Books And Supplies Title II (4035) 396

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Focus Area. Standards-Aligned Instruction. The alignment between curriculum, instruction, and assessment and the academic content and performance standards. Instructional Materials. The District will ensure all students have access to, and all teachers utilize, the current State Board of Education (SBE) and District adopted standards-aligned core instructional and ancillary materials pursuant to Education Code section 60119 through the systematic adoption and	Instructional Materials. The District ensured all students have access to, and all teachers utilize, the current State Board of Education (SBE) and District adopted standards-aligned core instructional and ancillary materials pursuant to Education Code section 60119 by systematically replacing/replenishing standards-aligned core and ancillary instructional materials. The District maintained a "Suffiicient" rating, as measured by the Williams Instrucitonal material Sufficiency Survey,	Adopted Core and Ancillary Instructional Materials (Replacement/Replenishment) Pearson Education, Inc. • ReadyGen and Writers Journals (Grade - 5) • MyPerspective (Grade 6-8 Houghton-Mifflin • GoMath! (Grade K-5) • Big Ideas (Grade 6-8) Macmillan/McGraw-Hill	Adopted Core and Ancillary Instructional Materials (Replacement/Replenishment) Pearson Education, Inc. • ReadyGen and Writers Journals (Grade - 5) • MyPerspective (Grade 6-8 Houghton-Mifflin • GoMath! (Grade K-5) • Big Ideas (Grade 6-8) Macmillan/McGraw-Hill

| replacement/replenishment of standards-aligned core and ancillary instructional materials. | | California Science (Grade K-5)

Glencoe
- Focus on Earth (Grade 6)
- Focus on Life Science (Grade 7)
- Focus on Physical Science (Grade 8)

Macmillan/McGraw-Hill
- California Vistas (Grade K-4)
- Making a New Nation (Grade 5)

Holt, Rinehart & Winston
- Ancient Civilizations (Grade 6)
- Medieval to Early Modern (Grade 7)
- US History: Independence to 1914 (Grade 8)

4000-4999: Books And Supplies Sup/Con 48530 | California Science (Grade K-5)

Glencoe
- Focus on Earth (Grade 6)
- Focus on Life Science (Grade 7)
- Focus on Physical Science (Grade 8)

Macmillan/McGraw-Hill
- California Vistas (Grade K-4)
- Making a New Nation (Grade 5)

Holt, Rinehart & Winston
- Ancient Civilizations (Grade 6)
- Medieval to Early Modern (Grade 7)
- US History: Independence to 1914 (Grade 8)

4000-4999: Books And Supplies Sup/Con 28,671 |
| | | Supplemental instructional materials

Scholastic Education
- Scholastic News (Grade K-6)
- Junior Scholastic (Grade 7-8)

4000-4999: Books And Supplies Sup/Con 10000 | Supplemental instructional materials

Scholastic Education
- Scholastic News (Grade K-6)
- Junior Scholastic (Grade 7-8)

4000-4999: Books And Supplies Sup/Con 6,272 |

		Supplemental Instructional Materials	Supplemental Instructional Materials
		Renaissance Learning • Data Migration Fee • STAR 360 - Math • STAR 360 - Early Literacy • STAR 36 - Reading • Accelerated Reader 360 • Accelerated Math 2.0 • Accelerated Math Fluency • Hosting Fee ESGI • Kindergarten • Grade 1 Imagine Learning Pearson Education • iLit 20 • iLit 45 • iLit 90 • iLit ELL • ReadyUp! • My Sidewalks 5000-5999: Services And Other Operating Expenditures Sup/Con 93703	Renaissance Learning • Data Migration Fee • STAR 360 - Math • STAR 360 - Early Literacy • STAR 36 - Reading • Accelerated Reader 360 • Accelerated Math 2.0 • Accelerated Math Fluency • Hosting Fee ESGI • Kindergarten • Grade 1 Imagine Learning Pearson Education • iLit 20 • iLit 45 • iLit 90 • iLit ELL • ReadyUp! • My Sidewalks 5000-5999: Services And Other Operating Expenditures Sup/Con 83703

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Focus Area: Facilities Maintenance and Repair. The comprehensive efforts to ensure all facilities are maintained and in good repair,	Focus Area: Facilities Maintenance and Repair. The comprehensive efforts to ensure all facilities are maintained and in good repair,	Plant Services 5000-5999: Services And Other Operating Expenditures Base 863038	Plant Services 5000-5999: Services And Other Operating Expenditures Base 749,065

while planning for long-range modernization.

Routine Maintenance. The District will ensure routine (preventative and cyclical) maintenance is performed to ensure all facilities are maintained and in good repair.

while planning for long-range modernization.

Routine Maintenance. The District performed necessary routine (preventative and cyclical) maintenance is performed to ensure all facilities are maintained and in good repair, as measured by the Williams Facilities Inspection Tool. However, given the age of several facilities, the District will need to continue to upgrade / repair additional facilities.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Focus Area: Facilities Maintenance and Repair. The comprehensive efforts to ensure all facilities are maintained and in good repair, while planning for long-range modernization.

Deferred Maintenance. The District will schedule maintenance activities such as repairs on both real property (i.e. infrastructure) and personal property (i.e. machinery) to save costs, meet budget funding levels, or realign available budget monies. | Deferred Maintenance. The District was unable to complete any of the scheduled maintenance activities, such as repairs on both real property (i.e. infrastructure) and personal property (i.e. machinery) to save costs, meet budget funding levels, or realign available budget monies due to funding requirements, available personnel, and/or other limitations. The identified projects have been rescheduled for the 2018-2019 school year. | Deferred Maintenance 7000-7999: Other Outgo Base 235000 | The identified projects have been rescheduled for the 2018-2019 school year. 7000-7999: Other Outgo Base 0 |

Action 8

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

Focus Area: Facilities Maintenance and Repair. The comprehensive efforts to ensure all facilities are maintained and in good repair, while planning for long-range modernization. Capital Outlay. The District will schedule capital outlay expenditures to acquire, maintain, repair, or upgrade facilities and other capital assets necessary to transform the schools into modern learning environments.	Capital Outlay. Due to the high cost of such capital outlay projects, the District continue to reserve funds for such projects until such time as the funding is available. Several projects will have achieved the necessary funding for the 2018-2019 school year. Projected have been rescheduled for the 2018-2019 school year.	Irrigation System - Vineland School Roofing / Walkway Project - Phase 3 Water Station - Physical Education Sunset Cafeteria - Conrete Plan Lawn Mover Playground (ground covering) Replace Metal Bleachers Replace Metal Benches Sunset School Window Seal Diesel Fuel Tanks Parking Lot Repair - Asphalt Parking Lot Repair - Gravel 5000-5999: Services And Other Operating Expenditures Other 1371583	Capital Outlay. The District will schedule capital outlay expenditures to acquire, maintain, repair, or upgrade facilities and other capital assets necessary to transform the schools into modern learning environments. 7000-7999: Other Outgo Other 920789

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Focus Area. Standards-Aligned Instruction. The alignment between curriculum, instruction, and assessment and the academic content and performance standards. Actions / Services. Visual and Performing Arts. The district will implement and monitor core instructional activities designed provide students a unique means of expression, capturing their passions and emotions, and allowing them to explore new ideas, subject matter, and cultures.	Focus Area. Standards-Aligned Instruction. The alignment between curriculum, instruction, and assessment and the academic content and performance standards. Actions / Services. Visual and Performing Arts. The district continues to provide a Visual and Performing Arts program for all students in Grades 5-8, which is designed to provide students a unique means of expression, capturing their passions and emotions, and allowing them to explore new ideas, subject matter, and cultures.	District Music Teacher / Band Director 1000-1999: Certificated Personnel Salaries Base 81412 District Music Teacher / Band Director 3000-3999: Employee Benefits Base 30234 Program Materials and Supplies 4000-4999: Books And Supplies Base 5000	District Music Teacher / Band Director 1000-1999: Certificated Personnel Salaries Sup/Con 81412 District Music Teacher / Band Director 3000-3999: Employee Benefits Sup/Con 30234 Program Materials and Supplies 4000-4999: Books And Supplies Sup/Con 6145

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Focus Area. Standards-Aligned Instruction. The alignment between curriculum, instruction, and assessment and the academic content and performance standards. Instructional Coherence. The District will ensure system-wide instructional coherence in the District's adopted curriculum, which is aligned to the academic content and performance standards, and which includes scope, sequence, and pacing for teaching and assessing the standards and skills by grade level and/or content area.	Instructional Coherence. The District continues to develop/refine system-wide instructional coherence in the District's adopted curriculum, which is aligned to the academic content and performance standards, and which includes scope, sequence, and pacing for teaching and assessing the standards and skills by grade level and/or content area.	Supplemental Pay • Curriculum Design • Curriculum Calibration 1000-1999: Certificated Personnel Salaries Sup/Con 32400	Supplemental Pay • Curriculum Design • Curriculum Calibration 1000-1999: Certificated Personnel Salaries Sup/Con 28000
		Supplemental Pay • Curriculum Design • Curriculum Calibration 3000-3999: Employee Benefits Sup/Con 5485	Supplemental Pay • Curriculum Design • Curriculum Calibration 3000-3999: Employee Benefits Sup/Con 6,440

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Focus Area. Standards-Aligned Instruction. The alignment between curriculum, instruction, and assessment and the academic content and performance standards. Core Academic Instructional Time. The District will ensure the allocation of adequate instructional time, as recommended in the California subject matter frameworks for core instructional	Focus Area. Standards-Aligned Instruction. The alignment between curriculum, instruction, and assessment and the academic content and performance standards. Core Academic Instructional Time. The District Continues to allocate adequate instructional time, as recommended in the California subject matter frameworks for core instructional programs and	No expenditures associated with this action/service 0000: Unrestricted Sup/Con 0	No expenditures associated with this action/service 0000: Unrestricted Sup/Con 0

programs and strategic and/or intensive interventions. (Note. No cost associated with this action/service)	strategic and/or intensive interventions. (Note. No cost associated with this action/service)

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Focus Area. Standards-Aligned Instruction. The alignment between curriculum, instruction, and assessment and the academic content and performance standards. Instructional Technology and Digital Resources. The District will ensure adequate and equitable access to instructional technology and digital resources for all students.	Focus Area. Standards-Aligned Instruction. The alignment between curriculum, instruction, and assessment and the academic content and performance standards. Instructional Technology and Digital Resources. The District continues to provide adequate and equitable access to instructional technology and digital resources for all students.	Supervisor of Technology 2000-2999: Classified Personnel Salaries Sup/Con 53655 Supervisor of Technology 3000-3999: Employee Benefits Base 25615 Materials and Supplies • Projectors • Printers • Laptops/Chromebooks • Tablets • WiFi Points 4000-4999: Books And Supplies Sup/Con 103609	Supervisor of Technology 2000-2999: Classified Personnel Salaries Sup/Con 53655 Supervisor of Technology 3000-3999: Employee Benefits Sup/Con 25615 Materials and Supplies • Projectors • Printers • Laptops/Chromebooks • Tablets • WiFi Points 4000-4999: Books And Supplies Sup/Con 68,716

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Focus Area. Standards-Aligned Instruction. The alignment between curriculum, instruction, and assessment and the academic content and performance standards.	Focus Area. Standards-Aligned Instruction. The alignment between curriculum, instruction, and assessment and the academic content and performance standards.	No expenditures associated with this action/service 0000: Unrestricted Other 0	No expenditures associated with this action/service 0000: Unrestricted Other 0

Instructional Strategies. The District will research, adopt, implement, and monitor highly effective instructional strategies structured around specific learning targets and aligned with the state academic standards and adopted instructional materials, and which can be applied to all levels of practice to increase learning for all students by moving these strategies and techniques from a single classroom to the school and from a single school to the district.

(Note. No cost associated with this action/service)

Instructional Strategies. The District continues to research, adopt, implement, and monitor highly effective instructional strategies structured around specific learning targets and aligned with the state academic standards and adopted instructional materials, and which can be applied to all levels of practice to increase learning for all students by moving these strategies and techniques from a single classroom to the school and from a single school to the district.

(Note. No cost associated with this action/service)

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Focus Area. Standards-Aligned Instruction. The alignment between curriculum, instruction, and assessment and the academic content and performance standards. Professional Development. The District will provide ongoing, job-embedded professional development and collaboration opportunities for teachers, administrators, and paraprofessionals designed to develop and support high-quality instructional leadership at all levels. Support the implementation of the state standards.	Focus Area. Standards-Aligned Instruction. The alignment between curriculum, instruction, and assessment and the academic content and performance standards. Professional Development. The District continues to provide ongoing, job-embedded professional development and collaboration opportunities for teachers, administrators, and paraprofessionals designed to develop and support high-quality instructional leadership at all levels. Support the implementation of the state standards.	Required Professional Development Reservation • Induction, Mentoring, and Support. • Academic Content and Performance Standards • Adopted Core and Ancillary Instructional Materials • Instructional Strategies (Note. Professional Development funds will be coordinated across all federal funds. As such the object classification may change as a results.	Required Professional Development Reservation • Induction, Mentoring, and Support. • Academic Content and Performance Standards • Adopted Core and Ancillary Instructional Materials • Instructional Strategies (Note. Professional Development funds will be coordinated across all federal funds. As such the object classification may change as a results.

• Induction, Mentoring, and Support. The District will ensure all new teachers are enrolled in an approved teacher induction program and that teachers receive continued support in such activities as planning and preparation, teacher collaboration, student goal-setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instruction. • Academic Content and Performance Standards. The District will provide all teachers and administrators with ongoing professional development and support structured around the specific learning targets and performance expectations associated with the academic content and performance standards. • Adopted Core and Ancillary Instructional Materials. The District will provide all teachers and administrators with ongoing professional development and support structured around the content, structure, lesson planning, pacing, and	• Induction, Mentoring, and Support. The District ensurted all new teachers were enrolled in an approved teacher induction program and that teachers receive continued support in such activities as planning and preparation, teacher collaboration, student goal-setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instruction. • Academic Content and Performance Standards. The District provided all teachers and administrators with ongoing professional development and support structured around the specific learning targets and performance expectations associated with the academic content and performance standards. • Adopted Core and Ancillary Instructional Materials. The District provided all teachers and administrators with ongoing professional development and support structured around the content,	5000-5999: Services And Other Operating Expenditures Title I (3010) 44327 Professional Development • Induction, Mentoring, and Support. • Academic Content and Performance Standards • Adopted Core and Ancillary Instructional Materials • Instructional Strategies (Note. Professional Development funds will be coordinated across all federal funds. As such the object classification may change as a results.) 5000-5999: Services And Other Operating Expenditures Title II (4035) 51265 Professional Development • Induction, Mentoring, and Support. • Academic Content and Performance Standards • Adopted Core and Ancillary Instructional Materials • Instructional Strategies (Note. Professional Development funds will be coordinated across all federal funds. As such the object classification may change as a results.)	5000-5999: Services And Other Operating Expenditures Title I (3010) 44327 Professional Development • Induction, Mentoring, and Support. • Academic Content and Performance Standards • Adopted Core and Ancillary Instructional Materials • Instructional Strategies (Note. Professional Development funds will be coordinated across all federal funds. As such the object classification may change as a results.) 5000-5999: Services And Other Operating Expenditures Title II (4035) 44327 Did not utilize Title III funds for Professional Development. All Title III funds were used for programs fees. 5000-5999: Services And Other Operating Expenditures Title III (4201) 0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
instructional delivery of the adopted core instructional materials and other instructional support materials and/or programs. • Instructional Strategies. The District will provide all teachers and administrators with ongoing professional development and support focused on the district-identified, research-based instructional strategies designed to improve student learning and which are aligned with the state academic content and performance standards and adopted instructional materials.	structure, lesson planning, pacing, and instructional delivery of the adopted core instructional materials and other instructional support materials and/or programs. • Instructional Strategies. The District provided all teachers and administrators with ongoing professional development and support focused on the district-identified, research-based instructional strategies designed to improve student learning and which are aligned with the state academic content and performance standards and adopted instructional materials.	5000-5999: Services And Other Operating Expenditures Title III (4203) 20459	
		Instructional Coach 5000-5999: Services And Other Operating Expenditures Sup/Con 64000	Instructional Coach 5000-5999: Services And Other Operating Expenditures Sup/Con 56,800
		Marzano - Essentials for Achieving Rigor 1000-1999: Certificated Personnel Salaries Sup/Con 328600	Marzano - Essentials for Achieving Rigor 1000-1999: Certificated Personnel Salaries Sup/Con 4,500
		Marzano - Essentials for Achieving Rigor 3000-3999: Employee Benefits Sup/Con 55625	Marzano - Essentials for Achieving Rigor 3000-3999: Employee Benefits Sup/Con 1035
		Marzano - Essentials for Achieving Rigor 4000-4999: Books And Supplies Sup/Con 2500	No materials were necessary. 4000-4999: Books And Supplies Sup/Con 0
		Marzano - Essentials for Achieving Rigor 5000-5999: Services And Other Operating Expenditures Sup/Con 100000	District opted for the on-line program, which did not include additional costs. 5000-5999: Services And Other Operating Expenditures Sup/Con 0

Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Focus Area. Standards-Aligned Instruction. The alignment between curriculum, instruction, and assessment and the academic content and performance standards. Observation of Instructional Practices. The District will regularly conduct observations of	Focus Area. Standards-Aligned Instruction. The alignment between curriculum, instruction, and assessment and the academic content and performance standards. Observation of Instructional Practices. The District will regularly conduct observations of	All expenditures associated with this action/service are embedded in Professional Development 0000: Unrestricted Other 0	All expenditures associated with this action/service are embedded in Professional Development 0000: Unrestricted Other 0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
instructional practices to monitor the implementation of the adopted curriculum, adherence to instructional minutes, and delivery of effective instructional strategies. (Note. All costs associated with this action/service are embedded in Professional Development)	instructional practices to monitor the implementation of the adopted curriculum, adherence to instructional minutes, and delivery of effective instructional strategies. (Note. All costs associated with this action/service are embedded in Professional Development)		

Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Focus Area. Multi-Tiered System of Support. The comprehensive system of recognition and intervention for students in need of academic, social, emotional, physical, and behavioral support. Teacher and Administrator Collaboration. The District will regularly conduct teacher and administrator collaboration sessions designed to collect, analyze, and report critical metrics and performance data; engage in the analysis of student performance; plan instruction; and conduct/review action research to adjust and strengthen classroom and school wide instructional practices and address the needs of all students and determine effectiveness of instructional practices and implementation of adopted programs.	Action/Service Not Implemented	Supplemental Pay • Benchmark Assessment Scoring and Analysis 1000-1999: Certificated Personnel Salaries Sup/Con 5400	Action/Service Not Implemented 0000: Unrestricted Sup/Con 0
		Supplemental Pay • Benchmark Assessment Scoring and Analysis 3000-3999: Employee Benefits Sup/Con 914	Action/Service Not Implemented 0000: Unrestricted Sup/Con 0
		Supplemental Pay • Language Review Team Membership 1000-1999: Certificated Personnel Salaries Sup/Con 10000	Action/Service Not Implemented 0000: Unrestricted Sup/Con 0

		Supplemental Pay	Action/Service Not Implemented 0000: Unrestricted Sup/Con 0
		• Language Review Team Membership	
		3000-3999: Employee Benefits Sup/Con 1693	

Action 17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Focus Area. Multi-Tiered System of Support. The comprehensive system of recognition and intervention for students in need of academic, social, emotional, physical, and behavioral support. Programs and Services for Students with Disabilities. The District will coordinate LCFF Base / Supplemental / Concentration grant funds with federal and state special education funds to provide students with disabilities to ensure all students identified as in need of special education services receive appropriate individualized instructional delivery support and services, consistent with their Individualized Education Programs (IEPs) goals and objectives, to effectively enable them to access and master the core academic content and performance standards.	Focus Area. Multi-Tiered System of Support. The comprehensive system of recognition and intervention for students in need of academic, social, emotional, physical, and behavioral support. Programs and Services for Students with Disabilities. The District coordinated LCFF Base / Supplemental / Concentration grant funds with federal and state special education funds to provide students with disabilities to ensure all students identified as in need of special education services receive appropriate individualized instructional delivery support and services, consistent with their Individualized Education Programs (IEPs) goals and objectives, to effectively enable them to access and master the core academic content and performance standards.	Contribution from Unrestricted Sources 7000-7999: Other Outgo Sup/Con 400000	Contribution from Unrestricted Sources 7000-7999: Other Outgo Sup/Con 492,959

Action 18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Focus Area. Multi-Tiered System of Support. The comprehensive system of recognition and intervention for students in need of academic, social, emotional, physical, and behavioral support. Programs and Services for English Learners. The District will coordinate LCFF Base / Supplemental/Concentration grant funds with Title III (Immigrant Education and Limited English Proficient) funds to ensure all students identified as English learners receive targeted integrated and/or designated English Language Development (ELD) instructional support appropriate to their English language proficiency level to effectively enable them to access and master the core academic content and performance standards.	Focus Area. Multi-Tiered System of Support. The comprehensive system of recognition and intervention for students in need of academic, social, emotional, physical, and behavioral support. Programs and Services for English Learners. The District coordinated LCFF Base / Supplemental/Concentration grant funds with Title III (Immigrant Education and Limited English Proficient) funds to ensure all students identified as English learners receive targeted integrated and/or designated English Language Development (ELD) instructional support appropriate to their English language proficiency level to effectively enable them to access and master the core academic content and performance standards.	Supplemental Instruction Programs and Services • Pearson iLit ELL 5000-5999: Services And Other Operating Expenditures Title III (4201) 808 Supplemental Instruction Programs and Services • Pearson iLit ELL 5000-5999: Services And Other Operating Expenditures Title III (4203) 28000	Supplemental Instruction Programs and Services • Pearson iLit ELL 5000-5999: Services And Other Operating Expenditures Title III (4201) 808 Supplemental Instruction Programs and Services • Pearson iLit ELL 5000-5999: Services And Other Operating Expenditures Title III (4203) 49,907

Action 19

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Focus Area. Multi-Tiered System of Support. The comprehensive system of recognition and intervention for students in need of academic, social, emotional, physical, and behavioral support.	Focus Area. Multi-Tiered System of Support. The comprehensive system of recognition and intervention for students in need of academic, social, emotional, physical, and behavioral support.	No direct cost to the District. Region 5 receives all funds directly 0000: Unrestricted Other 0	No direct cost to the District. Region 5 receives all funds directly 0000: Unrestricted Other 0

Programs and Services for Migrant Youth. The District will provide academic instruction, remedial and compensatory instruction, bilingual and multicultural instruction; vocational instruction, career education services; special guidance; counseling and testing services; health services; and preschool services to all eligible Migrant students and their families to effectively enable them to access and master the core academic content and performance standards.

(Note. No direct cost to the District. Region 5 receives all funds directly)

Programs and Services for Migrant Youth. The District provided academic instruction, remedial and compensatory instruction, bilingual and multicultural instruction; vocational instruction, career education services; special guidance; counseling and testing services; health services; and preschool services to all eligible Migrant students and their families to effectively enable them to access and master the core academic content and performance standards.

(Note. No direct cost to the District. Region 5 receives all funds directly)

Action 20

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Focus Area. Multi-Tiered System of Support. The comprehensive system of recognition and intervention for students in need of academic, social, emotional, physical, and behavioral support. Program and Services for Low Income Students, Foster Youth, and Homeless Youth. The District will coordinate LCFF Base / Supplemental / Concentration grant funds with Title I and Title VI funds to provide programs and services necessary to support low income students, foster youth, and	Focus Area. Multi-Tiered System of Support. The comprehensive system of recognition and intervention for students in need of academic, social, emotional, physical, and behavioral support. Program and Services for Low Income Students, Foster Youth, and Homeless Youth. The District coordinated LCFF Base / Supplemental / Concentration grant funds with Title I and Title VI funds to provide programs and services necessary to support low income students, foster youth, and	Program Improvement Allowable Reservation 5000-5999: Services And Other Operating Expenditures Title I (3010) 88654	Program Improvement Allowable Reservation 5000-5999: Services And Other Operating Expenditures Title I (3010) 88654

homeless youth to effectively enable them to access and master the core academic content and performance standards.	homeless youth to effectively enable them to access and master the core academic content and performance standards.

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.

Within this goal, the identified actions/services proved effective in moving the District forward in achieving the annual measurable outcomes associated with the goal. Even though the District did not meet its expected annual measurable outcomes with regard to teacher credential and assignment, state assessment performance, it did make progress in fundamentally shifting the focus of classroom instruction from a 'teacher-centered classroom" to a "student-centered" classroom. This was achieved through the work conducted while designing rewarding and memorable learning experiences for all students (as a result of the work in designing instructional coherence, the several professional development opportunities, and the coordination of LCFF funds with federal program funds to ensure all students (including low income students, English learners, and students with disabilities) are provided with the necessary support to access the core instruction.

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

Within this goal, the identified actions/services proved effective in moving the District forward in achieving the annual measurable outcomes associated with the goal. Even though the District t did not meet its expected annual measurable outcomes with regard to teacher credential and assignment, state assessment performance, it did make progress in fundamentally shifting the focus of classroom instruction from a 'teacher-centered classroom" to a "student-centered" classroom. This was achieved through the work conducted while designing rewarding and memorable learning experiences for all students (as a result of the work in designing instructional coherence, the several professional development opportunities, and the coordination of LCFF funds with federal program funds to ensure all students (including low income students, English learners, and students with disabilities) are provided with the necessary support to access the core instruction.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Stipends_Masters Degree. The material difference was a result of the District budgeting for the possibility of all certificated faculty and staff possessing a Master Degree versus those who actually possessed a Masters Degree by the end of the school year.

Stipends_Bilingual Authorization. The material difference was a result of the District budgeting for the possibility of all certificated faculty and staff possessing a Bilingual Authorization versus those who actually possessed a Bilingual Authorization by the end of the school year.

Perfect Attendance Incentive. The material difference was a result of the District budgeting for the Perfect Attendance incentive, but not being able to negotiate the specifics of the incentive. As a result, the incentive was not implemented.

Adopted Core and Ancillary Instructional Materials. The amount budgeted was based on a first year customer and not the annual cost for replenishment.

Instructional Technology and Digital Resources. The District received eRate funding for many of the technology upgrades, reducing the encroachment on the general fund.

Marzano- Essential for Achieving Rigor. The material difference was a result of the District budgeting for the possibility of all certificated faculty completing the training versus those who actually possessed completed the training by the end of the school year. Additionally, the saved a considerable amount of money, by opting for the on-line versus in person training.

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.

After providing several opportunities for stakeholders to review the critical metrics and performance indicators and to provide input, a consistent recommendation was made to maintain the current goals and actions/services as outlined in the current Local Control and Accountability Plan, with minor adjustments to either the tasks or expenditures. However, there was also a consistent recommendation to improve upon the implementation (quality and/or quantity) of the current actions/services.

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

Pupil Outcomes. Upon matriculation and/or graduation, all students will meet or exceed the state and/or district expectations in required content knowledge, skills, and competencies.

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:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator State Priority 4 - Pupil Achievement ----Statewide assessments ----English learner progress toward English proficiency ----English learner reclassification rate Note: Academic Performance Index (not applicable); Percent of students successfully completing A-G courses (not applicable); Percent of students successfully completing CTE sequences or programs of study (not applicable); Percent of students passing Advanced Placement exams (3+) (not applicable); Percent of students demonstrating college preparedness (Early Assessment Program exam) (not applicable) State Priority 8 - Other Pupil Outcomes ----Student matriculation rate Note: CAHSEE / English-Language Arts and Mathematics Pass Rate (not applicable).	State Priority 4 - Pupil Achievement ----English Language Arts Performance. During the 2017-2018 school year, 24.5% (unofficial results) of all students scored at least "Standard Met"on the Smarter Balanced Assessment Consortium (SBAC) summative English Language Arts and Literacy assessment. This was an increase of 10.6% over the previous year. ----Mathematics Performance. During the 2017-2018 school year, 14.6% (unofficial results) of all students scored at least "Standard Met" on the Smarter Balanced Assessment Consortium (SBAC) Mathematics summative assessment. This was an increase of 5.6% over the previous year. ----English Language Proficiency. During the 2017-2018 school year, 36.2% (unofficial results) of English learners made annual progress toward English proficiency, as measured by the English Language Proficiency Assessment for California (ELPAC). This was an decrease of 9.5%over the previous year. ----English Learner Reclassification Rate. During the 2017-2018 school year, 45 students were Fluent English Proficient.

Expected	Actual

17-18
State Priority 4 - Pupil Achievement. For the 2017-2018 school year, at least 36% of all students will score proficient ("Standard Met" or "Standard Exceeded") on the Smarter Balanced Assessment Consortium (SBAC) summative English Language Arts and Literacy assessment. This expected annual measurable outcome represents a 22% increase over the previous year's rate of 14%. Additionally, at least 32% of all students will score proficient ("Standard Met" or "Standard Exceeded") on the Smarter Balanced Assessment Consortium (SBAC) summative Mathematics assessment. This expected annual measurable outcome represents a 23% increase over the previous year's rate of 9%.

For the 2017-2018 school year, at least 100% of all English learners will make annual progress toward English proficiency, as measured by the California English Language Development Test (CELDT). This expected annual measurable outcome represents a 54.3% increase over the previous year's rate of 45.7%. Additionally, at least 24% of all English learners will attain English language proficiency, as measured by the California English Language Development Test (CELDT). This expected annual measurable outcome represents a 12% increase over the previous year's of 12%. Finally, 100% of all English learners whose overall proficiency level is Intermediate, Early Advanced, or Advanced will be reclassified as fluent English proficient. This expected annual measurable outcome represents a 83% increase over the previous year's rate of 17%.

Note: Academic Performance Index (not applicable); Percent of students successfully completing A-G courses (not applicable); Percent of students successfully completing CTE sequences or programs of study (not applicable); Percent of students passing Advanced Placement exams (3+) (not applicable); Percent of students demonstrating college preparedness (Early Assessment Program exam) (not applicable)

State Priority 8 - Other Pupil Outcomes. For the 2017-2018 school year, 100% of all students, "unduplicated students" and "students with exceptional needs", will matriculate to the next grade level. This expected annual measurable outcome represents a maintenance of the previous year's rate of 100%.

Note: CAHSEE / English-Language Arts and Mathematics Pass Rate (not applicable).

State Priority 8 - Other Pupil Outcomes
- ----Matriculation Rate. During the 2017-2018 school year, 99.9% of all students matriculated to the next grade level. This was an increase of 0.2% over the previous year.
- ----California Physical Fitness Test. The District does not yet have data on the 2017-2018 Physical Fitness Test.

Expected	Actual

Baseline
State Priority 4 - Pupil Achievement. During the 2016-2017 school year, 14% (62 of 445) scored proficient ("Standard Met" or "Standard Exceeded") on the Smarter Balanced Assessment Consortium (SBAC) summative English Language Arts and Literacy assessment, while 9% (40 of 442) scored proficient ("Standard Met" or "Standard Exceeded") on the Smarter Balanced Assessment Consortium (SBAC) Mathematics summative assessment.

During the 2016-2017 school year, 45.7% (155 of 339) English learners made annual progress toward English proficiency, as measured by the California English Language Development Test (CELDT). Additionally, 12% (71 of 582) of all English learners attained English language proficiency, as measured by the California English Language Development Test (CELDT). Finally, 17% (81 of 475) of all English learners were reclassified as fluent English proficient.

Note: Academic Performance Index (not applicable); Percent of students successfully completing A-G courses (not applicable); Percent of students successfully completing CTE sequences or programs of study (not applicable); Percent of students passing Advanced Placement exams (3+) (not applicable); Percent of students demonstrating college preparedness (Early Assessment Program exam) (not applicable)

State Priority 8 - Other Pupil Outcomes. During the 2016-2017 school year, 100% (692 of 692) of all students, including "unduplicated students" and "students with exceptional needs", matriculated to the next grade level. However, there is a continuing need to ensure all students matriculate having met the required attendance rates and all content area knowledge, skills, and competencies in all required subjects.

Note: CAHSEE / English-Language Arts and Mathematics Pass Rate (not applicable).

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

Focus Area. Multi-Tiered System of Support. The comprehensive system of recognition and intervention for students in need of academic, social, emotional, physical, and behavioral support. Academic Skills Building. The District will research, adopt, implement and monitor the use of effective academic skill building and support programs and activities designed to assist students in developing the skills necessary to access the District's core educational programs and to meet grade level expectations.	Focus Area. Multi-Tiered System of Support. The comprehensive system of recognition and intervention for students in need of academic, social, emotional, physical, and behavioral support. Academic Skills Building. The District researched, adopted, implemented and monitored the use of effective academic skill building and support programs and activities designed to assist students in developing the skills necessary to access the District's core educational programs and to meet grade level expectations.	Program Materials and Supplies • Student Organizational Folders (Grades K-2) • Student Organizational Binders (Grades 3-8) • Note-Taking Templates • KleenSlates • DOK Wheels 4000-4999: Books And Supplies Sup/Con 25000	Program Materials and Supplies • Student Organizational Folders (Grades K-2) • Student Organizational Binders (Grades 3-8) • Note-Taking Templates • KleenSlates • DOK Wheels 4000-4999: Books And Supplies Sup/Con 26,318

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Focus Area. Multi-Tiered System of Support. The comprehensive system of recognition and intervention for students in need of academic, social, emotional, physical, and behavioral support. At-Risk Counseling and Support. The District will provide academic and socio-emotional counseling and support to all students identified as at-risk for academic, social, emotional, physical, and behavioral concerns that may inhibit their ability to meet grade level expectations.	Focus Area. Multi-Tiered System of Support. The comprehensive system of recognition and intervention for students in need of academic, social, emotional, physical, and behavioral support. At-Risk Counseling and Support. The District provided academic and socio-emotional counseling and support to all students identified as at-risk for academic, social, emotional, physical, and behavioral concerns that may inhibit their ability to meet grade level expectations.	At-Risk Counselor (2) 1000-1999: Certificated Personnel Salaries Title I (3010) 118622	At-Risk Counselor (2) 1000-1999: Certificated Personnel Salaries Title I (3010) 111,963
		At-Risk Counselor (2) 3000-3999: Employee Benefits Title I (3010) 53520	At-Risk Counselor (2) 2000-2999: Classified Personnel Salaries Title I (3010) 71,066
		Community Liaison 2000-2999: Classified Personnel Salaries Title I (3010) 21321	Community Liaison 2000-2999: Classified Personnel Salaries Title I (3010) 22,823
		Community Liaison 3000-3999: Employee Benefits Title I (3010) 19861	Community Liaison 3000-3999: Employee Benefits Title I (3010) 25,464
		Phone Line 5000-5999: Services And Other Operating Expenditures Title I (3010) 250	Phone Line 5000-5999: Services And Other Operating Expenditures Title I (3010) 248

		Supplemental Pay	Did not implement 1000-1999: Certificated Personnel Salaries Sup/Con 0
		• Student Assistance Team Members 1000-1999: Certificated Personnel Salaries Sup/Con 10000	
		Supplemental Pay • Student Assistance Team Members 3000-3999: Employee Benefits Sup/Con 1693	Did not implement 3000-3999: Employee Benefits Sup/Con 0
		Program Materials and Supplies • At-Risk Counseling and Support 4000-4999: Books And Supplies Sup/Con 5000	Program Materials and Supplies • At-Risk Counseling and Support 4000-4999: Books And Supplies Sup/Con 3789

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Focus Area. Multi-Tiered System of Support. The comprehensive system of recognition and intervention for students in need of academic, social, emotional, physical, and behavioral support. Extended Learning Time. The District will provide strategic and/or intensive academic intervention before, during, and/or or after the regular school day/year for all	Focus Area. Multi-Tiered System of Support. The comprehensive system of recognition and intervention for students in need of academic, social, emotional, physical, and behavioral support. Extended Learning Time. The District provided strategic and/or intensive academic intervention before, during, and/or or after the regular school day/year for all	Supplemental Pay • Extended School Day Academic Intervention • Extended School Year Academic Intervention 1000-1999: Certificated Personnel Salaries Sup/Con 249680	Supplemental Pay • Extended School Day Academic Intervention (did not implement) • Extended School Year Academic Intervention 1000-1999: Certificated Personnel Salaries Sup/Con 70,400
		Supplemental Pay	Supplemental Pay

students who are not meeting, or at risk of not meeting, grade level performance expectations.	students who are not meeting, or at risk of not meeting, grade level performance expectations.	• Extended School Day Academic Intervention • Extended School Year Academic Intervention 3000-3999: Employee Benefits Sup/Con 42266	• Extended School Day Academic Intervention (did not implement) • Extended School Year Academic Intervention 3000-3999: Employee Benefits Sup/Con 27292
		Supplemental Pay • Extended School Day Academic Intervention • Extended School Year Academic Intervention 2000-2999: Classified Personnel Salaries Sup/Con 30525	Supplemental Pay • Extended School Day Academic Intervention (did not implement) • Extended School Year Academic Intervention 2000-2999: Classified Personnel Salaries Sup/Con 14438
		Supplemental Pay • Extended School Day Academic Intervention • Extended School Year Academic Intervention 3000-3999: Employee Benefits Sup/Con 5503	Supplemental Pay • Extended School Day Academic Intervention (did not implement) • Extended School Year Academic Intervention 3000-3999: Employee Benefits Sup/Con 3,321
		Program Materials and Supplies • Extended School Day Academic Intervention • Extended School Year Academic Intervention 4000-4999: Books And Supplies Sup/Con 10000	Program Materials and Supplies • Extended School Day Academic Intervention (did not implement) • Extended School Year Academic Intervention 4000-4999: Books And Supplies Sup/Con 11,513
		Transportation - Mileage • Extended School Day Academic Intervention	Transportation - Mileage • Extended School Day Academic Intervention

| | | • Extended School Year Academic Intervention

5000-5999: Services And Other Operating Expenditures Sup/Con 3680 | • Extended School Year Academic Intervention

5000-5999: Services And Other Operating Expenditures Sup/Con 3680 |

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Focus Area. Multi-Tiered System of Support. The comprehensive system of recognition and intervention for students in need of academic, social, emotional, physical, and behavioral support. Class-Size Reduction. The District will strategically reduce class sizes to address the needs of students most at- risk of not meeting grade level performance expectations.	Focus Area. Multi-Tiered System of Support. The comprehensive system of recognition and intervention for students in need of academic, social, emotional, physical, and behavioral support. Class-Size Reduction. The District strategically reduced class sizes to address the needs of students most at- risk of not meeting grade level performance expectations.	Additional Classroom Teachers - Class Size Reduction • Grade K • Grade 1 • Grade 2 • Grade 3 • Grade 4 (Note. Total cost offsets by GSA) 1000-1999: Certificated Personnel Salaries Sup/Con 407060	Additional Classroom Teachers - Class Size Reduction • Grade K • Grade 1 • Grade 2 • Grade 3 • Grade 4 (Note. Total cost offsets by GSA) 1000-1999: Certificated Personnel Salaries Sup/Con 407060
		Additional Classroom Teachers - Class Size Reduction • Grade K • Grade 1 • Grade 2 • Grade 3 • Grade 4 (Note. Total cost offsets by GSA) 3000-3999: Employee Benefits Sup/Con 151172	Additional Classroom Teachers - Class Size Reduction • Grade K • Grade 1 • Grade 2 • Grade 3 • Grade 4 (Note. Total cost offsets by GSA) 3000-3999: Employee Benefits Sup/Con 151172

Action 5

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
Focus Area. Multi-Tiered System of Support. The comprehensive system of recognition and intervention for students in need of academic, social, emotional, physical, and behavioral support. Paraprofessional Support. The District will strategically utilize paraprofessionals to assist the classroom teacher in reinforcing instruction, providing primary language support to English Learners, and implementing the Individual Education Plan (IEP) for students who are receiving special education services, to effectively enable all students to access and master the core academic content and performance standards.	Focus Area. Multi-Tiered System of Support. The comprehensive system of recognition and intervention for students in need of academic, social, emotional, physical, and behavioral support. Paraprofessional Support. The District strategically utilized paraprofessionals to assist the classroom teacher in reinforcing instruction, providing primary language support to English Learners, and implementing the Individual Education Plan (IEP) for students who are receiving special education services, to effectively enable all students to access and master the core academic content and performance standards.	Comprehensive Instructional Aides 2000-2999: Classified Personnel Salaries Sup/Con 355644 Comprehensive Instructional Aides 3000-3999: Employee Benefits Sup/Con 64119	Comprehensive Instructional Aides 2000-2999: Classified Personnel Salaries Sup/Con 216879 Comprehensive Instructional Aides 3000-3999: Employee Benefits Sup/Con 45533

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Focus Area. Multi-Tiered System of Support. The comprehensive system of recognition and intervention for students in need of academic, social, emotional, physical, and behavioral support. Individual Student Learning Plans (ISLP). The District will develop and regularly monitor Individual Student Learning Plans (ISLP) for each student, which is a personalized document that students develop with their	Action/Service not implemented due to inability to find an appropriate data system.	Supplemental Pay • Individual Student Learning Plans (ISLP) Team Members 1000-1999: Certificated Personnel Salaries Sup/Con 10000 Supplemental Pay	Did not implement 1000-1999: Certificated Personnel Salaries Sup/Con 0 Did not implement 3000-3999: Employee Benefits Sup/Con 0

| teachers and administrators and other supportive adults to chart their progress toward their goals during each school year, to ensure they are on an appropriate pathway for matriculation and graduation. | | • Individual Student Learning Plans (ISLP) Team Members
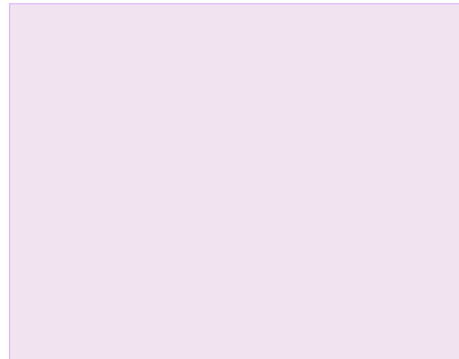
3000-3999: Employee Benefits Sup/Con 1693 | |
| | | Program Software 5000-5999: Services And Other Operating Expenditures Sup/Con 5000 | Did not implement 5000-5999: Services And Other Operating Expenditures Sup/Con 0 |

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.

Within this goal, the identified actions/services proved effective in moving the District forward in achieving the annual measurable outcomes associated with the goal. Even though the District did not meet its expected annual measurable outcomes with regard to teacher credential and assignment, state assessment performance, it did make progress in fundamentally shifting the focus of classroom instruction from a 'teacher-centered classroom" to a "student-centered" classroom. This was achieved through the work conducted while designing rewarding and memorable learning experiences for all students (as a result of the work in designing instructional coherence, the several professional development opportunities, and the coordination of LCFF funds with federal program funds to ensure all students (including low income students, English learners, and students with disabilities) are provided with the necessary support to access the core instruction.

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

Within this goal, the identified actions/services proved effective in moving the District forward in achieving the annual measurable outcomes associated with the goal. Even though the District did not meet its expected annual measurable outcomes with regard to teacher credential and assignment, state assessment performance, it did make progress in fundamentally shifting the focus of classroom instruction from a 'teacher-centered classroom" to a "student-centered" classroom. This was achieved through the work conducted while designing rewarding and memorable learning experiences for all students (as a result of the work in designing instructional coherence, the several professional development opportunities, and the coordination of LCFF funds with federal program funds to ensure all students (including low income students, English learners, and students with disabilities) are provided with the necessary support to access the core instruction.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Extended School Day Academic intervention. The material difference was a result of the District opting not to provide an extended school day academic intervention program. The District felt that the additional interventions offered during the school day would be sufficient given the several other activities students are involved in after the school day that would compete with any other intervention activity scheduled.

Comprehensive Instructional Aides. The material difference was a result of the District budgeting for 20 paraprofessionals versus the actual number of 12 paraprofessionals the District was able to higher throughout the school year.

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.

After providing several opportunities for stakeholders to review the critical metrics and performance indicators and to provide input, a consistent recommendation was made to maintain the current goals and actions/services as outlined in the current Local Control and Accountability Plan, with minor adjustments to either the tasks or expenditures. However, there was also a consistent recommendation to improve upon the implementation (quality and/or quantity) of the current actions/services.

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

Engagement. On an annual basis, all schools will provide a safe and supportive environment necessary to promoting a sense of connectedness among all parents, faculty, staff, and students, which in turn will produce a more positive and engaging school character and culture.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator State Priority 3 - Parent Involvement • ----Efforts to seek parent input and decision making • ----Promotion of parental participation State Priority 5 - Pupil Engagement • ----School attendance rates • ----Chronic absenteeism rates • ----Middle school dropout rates Note. High school dropout rates (not applicable); High school graduation rates (not applicable). State Priority 6 - School Climate • ----Student suspension rates • ----Student expulsion rates • ----School Climate Survey - School Connectedness indicators	State Priority 3 - Parent Involvement • ----Efforts to Seek Parent Input in Decision Making_Regulatory and Non-Regulatory Committees. During the 2017-2018 school year, the District provided all parents with opportunities to serve on several regulatory and non-regulatory committee such as, the District Parent Advisory Committee, District English Learner Advisory Committee, as well as multiple Local Control and Accountability Family and Community Input Forums; or at least attend the meetings of such committees. • ----Promotion of Parent Participation in Programs for Unduplicated Pupils and Special Need Subgroups_Capacity Building Opportunities. During the 2017-2018 school year, the District provided all parents with opportunities to increase their capacity to support their student's intellectual, emotional, social, and physical growth. Specially, the District hosted a Back-to-School Night and two parent -teacher conferences (fall and winter). During these capacity-building opportunities, the District also provided translation service and child care services. The District also

Expected	Actual

17-18

State Priority 3 - Parent Involvement. For the 2017-2018 school year, at least 100% of parents, including parents of "unduplicated students" and "students with exceptional needs", will have participated in at least one capacity building activity. This expected annual measurable outcome represents a 27% increase over the previous year's parent participation rate of 73%. Additionally, at least 10% of parents will have participated in at least one regulatory and/or non-regulatory advisory committee meeting. This expected annual measurable outcome represents an 8% increase over the previous year's rate of 2%.

State Priority 5 - Pupil Engagement. For the 2017-2018 school year, the positive student attendance rate will be at least 97.5%, with a chronic absenteeism rate of less than 3%. This expected annual measurable outcome represents a 1.94% increase over the previous year's positive student attendance rate of 95.35% and a decrease of 1.25% of the chronic absenteeism rate. Additionally, the middle school dropout rate shall be 0.0%. This expected annual measurable outcome represents a maintenance of the previous year's rate of 0%.

Note. High school dropout rates (not applicable); High school graduation rates (not applicable).

State Priority 6 - School Climate. For the 2017-2018 school year, the expulsion rate will be less than 0.0%, while the suspension rate will be less than 3%. This expected annual measurable outcome represents a maintenance of the previous year expulsion rate of 0.0% (one student) and a decrease of 1% of the suspension rate. Additionally, at least 75% of parents, students (Grades 3-8), faculty, and staff will report a "High" or "Satisfactory" sense of school connectedness on the Comprehensive School Climate Survey. This expected annual measurable outcome represents a 3% increase over the previous year's certificated faculty and staff rate of 72%. During the 2016-2017 school year, the District did not administer the Comprehensive School Climate Survey to parents or students.

provided parents with daily access to their child's academic progress though the SchoolWise Parent Portal.

State Priority 5 - Pupil Engagement
- ----Positive Student Attendance Rate. During the 2017-2018 school year, the positive student attendance rate was 95.7% (unofficial results). This was an increase of 0.4% over the previous year.
- ----Chronic Absenteeism Rate. During the 2017-2018 school year, the chronic absenteeism rate was 10.8% (unofficial results). This was a decrease of 1.3% over the previous year.
- ----Middle School Dropout Rate. During the 2017-2018 school year, the middle school dropout rate rained at 0%.

State Priority 6 - School Climate
- ----Student Expulsion Rate. During the 2017-2018 school year the expulsion rate remained unchanged at 0% (one student).
- ----Student Suspension Rate. During the 2017-2018 school year the suspension rate remained unchanged at 4% (unofficial results).
- ----Attitudinal Survey Results. During the 2017-2018 school year, the District did not administer any attitudinal surveys of pupils, parents and teachers on the sense of safety and school connectedness.

	Expected	Actual

Expected
Actual

Baseline
State Priority 3 - Parent Involvement. During the 2016-2017 school year, 73% (368 of 488) parents, including parents of "unduplicated students" and "students with exceptional needs", participated in at least one capacity building activity, while 2% (12 of 488) of parents participated in at least one regulatory and/or non-regulatory advisory committee meeting.

State Priority 5 - Pupil Engagement. During the 2016-2017 school year, the positive student attendance rate was 95.35%, with a chronically absent rate of 4.25%. Additionally, the middle school dropout rate was 0%.

Note. High school dropout rates (not applicable); High school graduation rates (not applicable).

State Priority 6 - School Climate. During the 2016-2017 school year, the expulsion rate was 0% (one student), while the suspension rate was 4%. Additionally, the percent of certificated faculty and staff reporting a "High" or "Satisfactory" sense of school connectedness on the Comprehensive School Climate Survey was 72%. However, the District did not administer the survey to parents and students.

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
Focus Area. Family and Community Engagement. The opportunities for families and community members to meaningfully engage with the District and each other in support of their student's intellectual, emotional, social, and physical growth.	The District did not implement family learning nights or Home Visits - Parent Teacher Conferences.	Supplemental Pay (Hourly Stipend) • Family Learning Nights • Home Visits - Parent/Teacher Conferences 1000-1999: Certificated Personnel Salaries Base 33200	Did not implement 1000-1999: Certificated Personnel Salaries Base 0

Capacity Building. The District will plan and implement activities designed to build the capacity of families and community members to support student learning.		Supplemental Pay (Hourly Stipend) • Family Learning Nights • Home Visits - Parent/Teacher Conferences 3000-3999: Employee Benefits Base 5620	Did not implement 3000-3999: Employee Benefits Base 0
		Supplemental Pay (Translation / Child Care Services) • Family Learning Nights • Parent-Teacher Conference (Fall) • Parent-Teacher Conference (Spring) • Home Visits - Parent/Teacher Conferences • ESL Classes for Parents 2000-2999: Classified Personnel Salaries Sup/Con 151960	Supplemental Pay (Translation / Child Care Services) • Family Learning Nights • Parent-Teacher Conference (Fall) • Parent-Teacher Conference (Spring) • Home Visits - Parent/Teacher Conferences • ESL Classes for Parents 2000-2999: Classified Personnel Salaries Sup/Con 727
		Supplemental Pay (Translation / Child Care Services) • Family Learning Nights • Parent-Teacher Conference (Fall) • Parent-Teacher Conference (Spring) • Home Visits - Parent/Teacher Conferences • ESL Classes for Parents 3000-3999: Employee Benefits Sup/Con 28080	Supplemental Pay (Translation / Child Care Services) • Family Learning Nights • Parent-Teacher Conference (Fall) • Parent-Teacher Conference (Spring) • Home Visits - Parent/Teacher Conferences • ESL Classes for Parents 3000-3999: Employee Benefits Sup/Con 167

| | | Program Materials
• Family Learning Nights
• Parent-Teacher Conference (Fall)
• Parent-Teacher Conference (Spring)
• Home Visits - Parent/Teacher Conferences
• ESL Classes for Parents

4000-4999: Books And Supplies Sup/Con 2500 | No expense incurred 4000-4999: Books And Supplies Sup/Con 0 |

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Focus Area. Family and Community Engagement. The opportunities for families and community members to meaningfully engage with the District and each other in support of their student's intellectual, emotional, social, and physical growth. Leadership Building. The District will provide opportunities for family and community members to develop and demonstrate leadership on both regulatory and non-regulatory committees/councils.	Focus Area. Family and Community Engagement. The opportunities for families and community members to meaningfully engage with the District and each other in support of their student's intellectual, emotional, social, and physical growth. Leadership Building. The District provided opportunities for family and community members to develop and demonstrate leadership on both regulatory and non-regulatory committees/councils.	Supplemental Pay (Translation / Child Care Services) • District Advisory Committee • Parent Advisory Committee • District English Learner Advisory Committee • School Site Council • English Learner Advisory Committee • Meeting to the Board of Trustees 2000-2999: Classified Personnel Salaries Base 3280	Supplemental Pay (Translation / Child Care Services) • District Advisory Committee • Parent Advisory Committee • District English Learner Advisory Committee • School Site Council • English Learner Advisory Committee • Meeting to the Board of Trustees 2000-2999: Classified Personnel Salaries Sup/Con 1875
		Supplemental Pay (Translation / Child Care Services) • District Advisory Committee • Parent Advisory Committee	Supplemental Pay (Translation / Child Care Services) • District Advisory Committee • Parent Advisory Committee

		• District English Learner Advisory Committee • School Site Council • English Learner Advisory Committee • Meeting to the Board of Trustees 3000-3999: Employee Benefits Base 606	• District English Learner Advisory Committee • School Site Council • English Learner Advisory Committee • Meeting to the Board of Trustees 3000-3999: Employee Benefits Sup/Con 431
		Program Materials (Translation / Child Care Services) • District Advisory Committee • Parent Advisory Committee • District English Learner Advisory Committee • School Site Council • English Learner Advisory Committee • Meeting to the Board of Trustees 4000-4999: Books And Supplies Base 1000	No materials required 4000-4999: Books And Supplies Base 0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Focus Area. Family and Community Engagement. The opportunities for families and community members to meaningfully engage with the District and each other in support of their student's intellectual, emotional, social, and physical growth.	Focus Area. Family and Community Engagement. The opportunities for families and community members to meaningfully engage with the District and each other in support of their student's intellectual, emotional, social, and physical growth.	Printing and Mailing of Materials Related to the Following: • Comprehensive School Climate Survey • Local Control and Accountability • Local Education Agency Plan	Printing and Mailing of Materials Related to the Following: • Comprehensive School Climate Survey • Local Control and Accountability • Local Education Agency Plan

Program Monitoring. The District will provide opportunities for family and community members to be involved in monitoring the progress of the District's programs.	Program Monitoring. The District provided opportunities for family and community members to be involved in monitoring the progress of the District's programs.	• Title III ESSA Transition Plan • Single Plan for Student Achievement • Critical Metrics and Performance Indicators 4000-4999: Books And Supplies Base 2500	• Title III ESSA Transition Plan • Single Plan for Student Achievement • Critical Metrics and Performance Indicators 4000-4999: Books And Supplies Sup/Con 637

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Focus Area. Family and Community Engagement. The opportunities for families and community members to meaningfully engage with the District and each other in support of their student's intellectual, emotional, social, and physical growth. Equity and Access. The District will ensure schools have a system in place with multiple strategies to facilitate two-way communication with family and community member on a regular basis and that information is readily available in accessible formats and languages spoken by families in the District.	Focus Area. Family and Community Engagement. The opportunities for families and community members to meaningfully engage with the District and each other in support of their student's intellectual, emotional, social, and physical growth. Equity and Access. The District will ensure schools have a system in place with multiple strategies to facilitate two-way communication with family and community member on a regular basis and that information is readily available in accessible formats and languages spoken by families in the District.	SchoolWise Parent Alert System 5000-5999: Services And Other Operating Expenditures Base 2800 First Day Packets 4000-4999: Books And Supplies Base 2800	SchoolWise Parent Alert System 5000-5999: Services And Other Operating Expenditures Sup/Con 3,410 First Day Packets 4000-4999: Books And Supplies Sup/Con 3219

Action 5

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

Focus Area. School Connectedness. The practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs. Character Education. The District will implement and monitor a comprehensive character education program to improve the ethical quality of the schools and by changing and/or reinforcing personal and organizational decision-making and behavior.	This action/service was not implemented.	Supplemental Pay • Character Counts Team Member Collaboration 1000-1999: Certificated Personnel Salaries Base 10000	Did not implement 1000-1999: Certificated Personnel Salaries Base 0
		Supplemental Pay • Character Counts Team Member Collaboration 3000-3999: Employee Benefits Base 1693	Did not implement 3000-3999: Employee Benefits Base 0
		Program Materials and Supplies • Character Counts 4000-4999: Books And Supplies Base 2500	Did not implement 0000: Unrestricted Base 0
		Supplemental Pay • PBiS Team Member Collaboration 1000-1999: Certificated Personnel Salaries Base 10000	Did not implement 1000-1999: Certificated Personnel Salaries Base 0
		Supplemental Pay • PBiS Team Member Collaboration 3000-3999: Employee Benefits Sup/Con 1693	Did not implement 3000-3999: Employee Benefits Sup/Con 0
		Program Materials and Supplies	Did not implement 4000-4999: Books And Supplies Base 0

		• PBiS 4000-4999: Books And Supplies Base 2500	

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Focus Area. School Connectedness. The practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs.	Focus Area. School Connectedness. The practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs.	Supplemental Pay • Student Attendance Review Team Member Collaboration • Parent Meetings 1000-1999: Certificated Personnel Salaries Base 18160	No costs associated with this action/service. All tasks completed by At-Risk Counselors. 1000-1999: Certificated Personnel Salaries Base 0
Truancy Reduction and Abatement. The District will implement and monitor a comprehensive student attendance program to increase positive student attendance and persistence.	Truancy Reduction and Abatement. The District implemented and monitor a comprehensive student attendance program to increase positive student attendance and persistence.	Supplemental Pay • Student Attendance Review Team Member Collaboration • Parent Meetings 3000-3999: Employee Benefits Base 3074	No costs associated with this action/service. All tasks completed by At-Risk Counselors. 3000-3999: Employee Benefits Base 0
		Supplemental Pay • Student Attendance Review Team Member Collaboration • Parent Meetings 2000-2999: Classified Personnel Salaries Base 1200	No costs associated with this action/service. All tasks completed by At-Risk Counselors. 2000-2999: Classified Personnel Salaries Base 0
		Supplemental Pay • Student Attendance Review Team Member Collaboration	No costs associated with this action/service. All tasks completed by At-Risk Counselors. 3000-3999: Employee Benefits Base 0

		• Parent Meetings 3000-3999: Employee Benefits Base 216	
		Program Materials and Supplies • Student Attendance Review Team 4000-4999: Books And Supplies Base 2500	No costs associated with this action/service. All tasks completed by At-Risk Counselors. 4000-4999: Books And Supplies Base 0

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Focus Area. School Connectedness. The practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs. Co-Curricular Activities. The District will implement and monitor a comprehensive program of co-curricular activities, as a means of developing the "whole student," as well as connecting students to the school and its instructional programs.	Focus Area. School Connectedness. The practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs. Co-Curricular Activities. The District implemented and monitored a comprehensive program of co-curricular activities, as a means of developing the "whole student," as well as connecting students to the school and its instructional programs.	Supplemental Pay • Battle of the Books Coordinator/Coach • Math Field Day Coordinator/Coach • National History Day Coordinator/ Coach • Oral Language Festival Coordinator/ Coach • Science Faire Coordinator • Spelling Bee Coordinator/Coach • Student Council Advisor • Yearbook Advisor • Newspaper Advisor 1000-1999: Certificated Personnel Salaries Sup/Con 10000	Supplemental Pay • Battle of the Books Coordinator/Coach • Math Field Day Coordinator/Coach • National History Day Coordinator/ Coach • Oral Language Festival Coordinator/ Coach • Science Faire Coordinator • Spelling Bee Coordinator/Coach • Student Council Advisor • Yearbook Advisor • Newspaper Advisor 1000-1999: Certificated Personnel Salaries Sup/Con 10000
		Supplemental Pay • Battle of the Books Coordinator/Coach	Supplemental Pay • Battle of the Books Coordinator/Coach

		• Math Field Day Coordinator/Coach • National History Day Coordinator/ Coach • Oral Language Festival Coordinator/ Coach • Science Faire Coordinator • Spelling Bee Coordinator/Coach • Student Council Advisor • Yearbook Advisor • Newspaper Advisor 3000-3999: Employee Benefits Sup/Con 1692	• Math Field Day Coordinator/Coach • National History Day Coordinator/ Coach • Oral Language Festival Coordinator/ Coach • Science Faire Coordinator • Spelling Bee Coordinator/Coach • Student Council Advisor • Yearbook Advisor • Newspaper Advisor 3000-3999: Employee Benefits Sup/Con 1938
		Supplemental Pay - Van/Bus Drivers • Battle of the Books Competition • Math Field Day Competition • National History Day Competition • Oral Language Festival Competition • Science Faire Competition • Spelling Bee Competition 2000-2999: Classified Personnel Salaries Base 1760	All tasks provided by Certificated faculty and staff 2000-2999: Classified Personnel Salaries Base 0
		Supplemental Pay - Van/Bus Drivers • Battle of the Books Competition • Math Field Day Competition	All tasks provided by Certificated faculty and staff 3000-3999: Employee Benefits Base 0

		• National History Day Competition • Oral Language Festival Competition • Science Faire Competition • Spelling Bee Competition 3000-3999: Employee Benefits Base 555	
		Transportation - Mileage • Battle of the Books Competition • Math Field Day Competition • National History Day Competition • Oral Language Festival Competition • Science Faire Competition • Spelling Bee Competition 5000-5999: Services And Other Operating Expenditures Sup/Con 1827	Transportation - Mileage • Battle of the Books Competition • Math Field Day Competition • National History Day Competition • Oral Language Festival Competition • Science Faire Competition • Spelling Bee Competition 5000-5999: Services And Other Operating Expenditures Sup/Con 1974
		Program Materials and Supplies • Battle of the Books Competition • Math Field Day Competition • National History Day Competition • Oral Language Festival Competition • Science Faire Competition	Program Materials and Supplies • Battle of the Books Competition • Math Field Day Competition • National History Day Competition • Oral Language Festival Competition • Science Faire Competition

		Budgeted	Estimated Actual
		• Spelling Bee Competition 5000-5999: Services And Other Operating Expenditures Sup/Con 4000	• Spelling Bee Competition 4000-4999: Books And Supplies Sup/Con 1894
		Supplemental Pay - Van/Bus Drivers • Educational Field Trips 2000-2999: Classified Personnel Salaries Sup/Con 2800	Supplemental Pay - Van/Bus Drivers • Educational Field Trips 2000-2999: Classified Personnel Salaries Sup/Con 2432
		Supplemental Pay - Van/Bus Drivers • Educational Field Trips 3000-3999: Employee Benefits Sup/Con 505	Supplemental Pay - Van/Bus Drivers • Educational Field Trips 3000-3999: Employee Benefits Sup/Con 560
		Transportation - Mileage • Educational Field Trips 5000-5999: Services And Other Operating Expenditures Sup/Con 3418	Transportation - Mileage • Educational Field Trips 5000-5999: Services And Other Operating Expenditures Sup/Con 3183
		Program Materials, Supplies, Fees • Educational Field Trips 4000-4999: Books And Supplies Sup/Con 32000	Program Materials, Supplies, Fees • Educational Field Trips 4000-4999: Books And Supplies Sup/Con 1654

Action 8

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
Focus Area. School Connectedness. The practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs. Extra-Curricular Activities. The District will implement and monitor a comprehensive program of extra-curricular activities, as a means of developing the "whole student," as well as promoting positive peer relations, reducing the frequency of inappropriate behaviors, and connecting students to the school.	Focus Area. School Connectedness. The practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs. Extra-Curricular Activities. The District implemented and monitored a comprehensive program of extra-curricular activities, as a means of developing the "whole student," as well as promoting positive peer relations, reducing the frequency of inappropriate behaviors, and connecting students to the school.	Supplemental Pay • Athletic Director • Flag Football Coach • Volleyball Coach • Basketball Coach • Soccer Coach • Choir Director • Drumline Director • Band Director • Cologuard Director 1000-1999: Certificated Personnel Salaries Sup/Con 2870	Supplemental Pay • Athletic Director • Flag Football Coach • Volleyball Coach • Basketball Coach • Soccer Coach • Choir Director • Drumline Director • Band Director • Cologuard Director 1000-1999: Certificated Personnel Salaries Sup/Con 2870
		Supplemental Pay • Athletic Director • Flag Football Coach • Volleyball Coach • Basketball Coach • Soccer Coach • Choir Director • Drumline Director • Band Director • Cologuard Director 3000-3999: Employee Benefits Sup/Con 4858	Supplemental Pay • Athletic Director • Flag Football Coach • Volleyball Coach • Basketball Coach • Soccer Coach • Choir Director • Drumline Director • Band Director • Cologuard Director 3000-3999: Employee Benefits Sup/Con 4858
		Supplemental Pay - Van/Bus Drivers • Extra-Curricular Activities 2000-2999: Classified Personnel Salaries Sup/Con 15750	Supplemental Pay - Van/Bus Drivers • Extra-Curricular Activities 2000-2999: Classified Personnel Salaries Sup/Con 14733
		Supplemental Pay - Van/Bus Drivers	Supplemental Pay - Van/Bus Drivers

		• Extra-Curricular Activities 3000-3999: Employee Benefits Sup/Con 2839	• Extra-Curricular Activities 3000-3999: Employee Benefits Sup/Con 3389
		Transportation - Mileage • Extra-Curricular Activities 5000-5999: Services And Other Operating Expenditures Sup/Con 4600	Transportation - Mileage • Extra-Curricular Activities 5000-5999: Services And Other Operating Expenditures Sup/Con 3921
		Program Materials and Supplies • Extra-Curricular Activities 4000-4999: Books And Supplies Sup/Con 10000	Program Materials and Supplies • Extra-Curricular Activities 4000-4999: Books And Supplies Sup/Con 4321

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Focus Area. School Connectedness. The practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs. After School Education and Safety (ASES). The District will provide literacy, academic enrichment and safe constructive alternatives for	Focus Area. School Connectedness. The practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs. After School Education and Safety (ASES). The District provided literacy, academic enrichment and safe constructive alternatives for	Sub-agreement for Services with the Boys and Girls Club of Kern County 5000-5999: Services And Other Operating Expenditures ASES (6010) 262,500	Sub-agreement for Services with the Boys and Girls Club of Kern County 5000-5999: Services And Other Operating Expenditures ASES (6010) 286,650

students through the After School
Education and Safety (ASES)
Program.

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Focus Area. School Connectedness. The practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs. Festivals, Carnivals, and Fairs. The District will schedule and conduct festivals, carnivals, and/or fairs designed to connect faculty, staff, students, parents, and members of the community to the District, and thereby enriching people's lives, increasing social interaction, nurturing one-on-one relationships, building life-long bonds, and fostering greater connectedness to the District, schools, and the educational programs.	Focus Area. School Connectedness. The practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs. Festivals, Carnivals, and Fairs. The District scheduled and conducted festivals, carnivals, and/or fairs designed to connect faculty, staff, students, parents, and members of the community to the District, and thereby enriching people's lives, increasing social interaction, nurturing one-on-one relationships, building life-long bonds, and fostering greater connectedness to the District, schools, and the educational programs.	Program Materials and Supplies 4000-4999: Books And Supplies Sup/Con 10000	Program Materials and Supplies 4000-4999: Books And Supplies Sup/Con 3978

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.

Within this goal, the identified actions/services proved effective in moving the District forward in achieving the annual measurable outcomes associated with the goal. Even though the District did not meet its expected annual measurable outcomes with regard to teacher credential and assignment, state assessment performance, it did make progress in fundamentally shifting the focus of classroom instruction from a 'teacher-centered classroom" to a "student-centered" classroom. This was achieved through the work conducted while designing rewarding and memorable learning experiences for all students (as a result of the work in designing instructional coherence, the several professional development opportunities, and the coordination of LCFF funds with federal program funds to ensure all students (including low income students, English learners, and students with disabilities) are provided with the necessary support to access the core instruction.

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

Within this goal, the identified actions/services proved effective in moving the District forward in achieving the annual measurable outcomes associated with the goal. Even though the District t did not meet its expected annual measurable outcomes with regard to teacher credential and assignment, state assessment performance, it did make progress in fundamentally shifting the focus of classroom instruction from a 'teacher-centered classroom" to a "student-centered" classroom. This was achieved through the work conducted while designing rewarding and memorable learning experiences for all students (as a result of the work in designing instructional coherence, the several professional development opportunities, and the coordination of LCFF funds with federal program funds to ensure all students (including low income students, English learners, and students with disabilities) are provided with the necessary support to access the core instruction.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Home Visits_Parent-teacher Conference. The material difference was due to the District budgeting for each teacher to conduct Home Visits_Parent-teacher Conference for each of their students. However, over a two year period only 5 teachers opted to perform these conference.

Character Education_Character Counts_PBiS. The material difference was due to the District budgeting for a Comprehensive Character Education program, but was not able, given all the other initiatives before the District, to move toward implementation.

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.

After providing several opportunities for stakeholders to review the critical metrics and performance indicators and to provide input, a consistent recommendation was made to maintain the current goals and actions/services as outlined in the current Local Control and Accountability Plan, with minor adjustments to either the tasks or expenditures, with the following exceptions. First, the District will not

budget for Home Visits_Parent-teacher Conferences. This action/service was not effective. The District, will instead schedule an additional three-day Parent-Teacher Conference in the Winter. Second, the District will provide a Saturday School_Attendance Recovery program for the 2018-2019 school year. This action/service can be found in Goal 3 of the 2018-2019 LCAP Year.

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?

During the 2017-2018 school year, all stakeholder had several opportunities to provide input on the Local Control and Accountability Plan (LCAP) and Annual Update. The District utilized multiple venues (District Advisory Committee meetings, District Parent Advisory Committee meetings, District English Learner Advisory Committee meetings, School Site Council meetings, English Learner Advisory Committee meetings, and regular and special meetings of the Boar go Trustees) and outreach strategies to (Local Control and Accountability Plan Stakeholder Input Form, which is located on the District website (https://vineland.k12.ca.us/local-control-accountability-plan-lcap/) engage all stakeholders. The District also made a conscious effort to ensure all stakeholders had the opportunity throughout the school year to review critical metrics and performance indicators, review appropriateness of each goal and associated expected annual measurable outcomes, and the effectiveness of the actions/services associated with each goal.

At each of the following meetings, stakeholders were provided with a Special Topic Update Brief- Critical Metrics and Performance Indicators that provided both qualitative and quantitative data related to each of the eight state priorities based on the data collected at the end of each month. At each of these meetings, all stakeholders were provided with opportunities to ask questions, make comments, and provide suggestions related to the actions/services and critical metrics and performance indicators.

District Advisory Committee (DAC) Meeting (Membership: District administrators, site administrators, other designated individuals, and local bargaining unit presidents)
July 17, 2017
August 21, 2017
September 18, 2017
October 16, 2017
November 20, 2017
December 18, 2017
January 15, 2018
February 19, 2018
March 19, 2018
April 16, 2018
May 21, 2018
June 18, 2018

Parent Advisory Committee (Parents, students, and members of the community)
September 11, 2017
October 9, 2017
November 13, 2017
January 8, 2018
March 12, 2018
May 14, 2018
June 4, 2018

District English Learner Advisory Committee (DELAC) Meeting (Parents of English Learners elected by each school's English Learner Advisory Committee)
September 11, 2017
October 9, 2017
November 13, 2017
January 8, 2018
March 12, 2018
May 14, 2018
June 4, 2018

Special LCAP Family and Community
May 9, 2018
May 30, 2018

Meeting of the Board of Trustees
July 17, 2017
August 21, 2017
September 18, 2017
October 16, 2017
November 20, 2017
December 18, 2017
January 15, 2018
February 19, 2018
March 19, 2018
April 16, 2018
May 21, 2018

June 18, 2018 (Public Hearing - LCAP)
June 25, 2018(Adoption - LCAP)

Impact on LCAP and Annual Update

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

After providing several opportunities for stakeholders to review the critical metrics and performance indicators and to provide input, a consistent recommendation was made to maintain the current goals and actions/services as outlined in the current Local Control and Accountability Plan, with minor adjustments to either the tasks or expenditures. However, there was also a consistent recommendation to improve upon the implementation (quality and/or quantity) of the current actions/services.

During the June 18, 2018 Regular Meeting of the Board of Trustees, the end-of-year Special Topic Update Brief - Critical Metrics and Performance Indicators was presented during the Public Hearing section of the meeting, members of the public asked clarifying questions related to the qualitative and quantitative data, as well as clarifying questions related to the actual expenditures and projected expenditures. No suggestions were made with regard to revising the goals, actions/services, and/or expenditures that were presented during the Study Session portion of the meeting.   The Local Control and Accountability Plan and Annual Update was subsequently approved at a Special Meeting of the Board of Trustees on June 25, 2018.

Goals, Actions, & Services

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

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

Unchanged Goal

Goal 1

Conditions for Learning. On an annual basis, all conditions necessary to support effective teaching and learning will be preserved.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 2: State Standards (Conditions of Learning)
                      Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

State Priority 1 - Basic
  - ----Teacher Credential and Assignment. At the end of the 2017-2018 school year, 70.3% of all assigned teachers were fully credentialed, while100% percent of all assigned teachers possessed appropriate authorizations (subject matter competence and English learner authorizations) pursuant to Education Code section 44258.9. Even though the percent of teachers who were fully credentialed increased by 5.41% over the course of the school year, there continues to be a need to staff each schools with fully-credentialed teachers. During the 2018-2019 school year, the District will continue to strive to recruit and select full credentialed, and appropriately authorized teachers. However, given the shortage of fully-credentialed teachers throughout the state, the District size, location, and pay scale, this becomes problematic. In order to recruit and retain fully credentialed and appropriately authorized teachers and administrators who will one day serve as high quality instructional leaders, the District must provide competitive salaries and benefits (within the limitations of the District's budget), as well as maintain the type of organizational culture which creates a positive and inspiring environment. For those teachers lacking required credentials and/or authorization, the District will provide reasonable release time and/or reimbursement for eligible teachers to prepare for, take, and pass all required examinations to be fully credentialed and with the proper authorizations to teach the students for which they are assigned.
  - ----Instructional Materials. During the 2017-2018 school year, 100% of all schools received an overall rating of "Sufficient", as measured by the Williams Instructional Materials Sufficiency survey, certifying all students had access to the current State

Board of Education (SBE) and District adopted standards-aligned core instructional and ancillary materials pursuant to Education Code section 60119. However, there is continued need to annually replace/replenish standards-aligned core, ancillary, and supplemental instructional materials to ensure all students have access to and all teacher utilize such materials. Additionally, there is a need to begin the process of planning for, piloting, and adopting core and ancillary instructional materials tightly aligned to the Next Generation Science Standards to facilitate the effective delivery of the curriculum, as the District still utilizes the 2006 (Grads 7-8) and 2007 (Grades K-6) adopted core and ancillary materials for Science and the 2006 (Grades K-6).

- ----Facilities Maintenance and Repair. During the 2017-2018 school year, 100% of all schools received an overall rating of "Good" or "Exemplary", as measured by the Williams Facilities Inspection Tool, certifying all school facilities were appropriately maintained and in good repair. However, there is a continuing need to acquire, maintain, repair, or upgrade facilities and other capital assets necessary to transform the schools into modern learning environments. Failure to develop, fund, and implement a Deferred Maintenance Plan and a Facilities Master Plan, which focuses on system upgrades (air conditioning, lighting, roofing, irrigation, etc.) and renewal projects (capacity needs, classroom furniture, science labs, maker space, etc.) has the potential negatively impact students' educational experience.

State Priority 2 - Implementation of State Standards

- ----Common Core State Standards - Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (Adopted August 2010 and Modified March 2013). During the 2017-2018 school year, the Common Core State Standards - Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (Adopted August 2010 and Modified March 2013) received an overall implementation rating of "Substantial".
- ----Common Core State Standards - Mathematics (Adopted August 2010 and modified January 2013). During the 2017-2018 school year, the Common Core State Standards - Mathematics (Adopted August 2010 and modified January 2013) received an overall implementation rating of "Substantial"
- ----"Next Generation" Science Standards (Adopted 2013). During the 2017-2018 school year, the "Next Generation" Science Standards (Adopted 2013) received an overall implementation rating of "Partial"
- ----History /Social Science Content Standards (Adopted 1998). During the 2017-2018 school year, the History /Social Science Content Standards (Adopted 1998) received an overall implementation rating of "Minimal."
- ----English Language Development (Adopted November 2012). During the 2017-2018 school year, the English Language Development (Adopted November 2012) received an overall implementation rating of "Minimal."
- ----Visual and Performing Art Content Standards (Adopted January 2001). During the 2017-2018 school year, the Visual and Performing Art Content Standards (Adopted January 2001) received an overall implementation rating of "Minimal."
- ----Career Technical Education Content Standards (Updated January 2013). During the 2017-2018 school year, the Career Technical Education Content Standards (Updated January 2013) received an overall implementation rating of "Minimal."
- ----Health Education Content Standards (Adopted March 2008). During the 2017-2018 school year, the Health Education Content Standards (Adopted March 2008) received an overall implementation rating of "Minimal."
- ----Model School Library Standards (Adopted September 2010). During the 2017-2018 school year, the Model School Library Standards (Adopted September 2010) received an overall implementation rating of "Minimal."

- ----World Language Content Standards (Adopted January 2009). The implementation of the World Language Content Standards (Adopted January 2009) has not been reviewed, as the District does not offer such courses.

Even though progress was made in the implementation of each the state adopted academic content and performance standards, there continues to be a need to fully implement all state adopted academic content and performance standards with fidelity.

State Priority 7 - Course Access

- ----Core Course Enrollment. During the 2017-2018 school year 100% of all students were enrolled in a broad course of study that includes all the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable, except for World Languages.

Program and Services for Low Income Students, Foster Youth, and Homeless Youth. During the 2017-2018 school year, 99.9% of all low income students, foster youth, and homeless youth matriculated to the next grade level; 25% of all low income students, foster youth, and homeless youth scored at least at "Standard Met" on the Smarter Balanced Assessment Consortium (SBAC) summative English Language Arts and Literacy assessment; and 16% scored at least "Standard Met" on the Smarter Balanced Assessment Consortium (SBAC) summative Mathematics assessment.
- ----Programs and Services for English Learners. During the 2017-2018 school year, 99.9% of all English learners matriculated to the next grade level; 11% of all English learners scored at least at "Standard Met" on the Smarter Balanced Assessment Consortium (SBAC) summative English Language Arts and Literacy assessment; and 6% of all English learners scored at least "Standard Met" on the Smarter Balanced Assessment Consortium (SBAC) summative Mathematics assessment.
- ----Programs and Services for Students with Disabilities. During the 2017-2018 school year, 100% of all students with disabilities matriculated to the next grade level; 8% of all students with disabilities scored at least at "Standard Met" on the Smarter Balanced Assessment Consortium (SBAC) summative English Language Arts and Literacy assessment; and 6% of all students with disabilities scored at least "Standard Met" on the Smarter Balanced Assessment Consortium (SBAC) summative Mathematics assessment.
- ----Programs and Services for Migrant Students. During the 2017-2018 school year, 100% of all Migrant students matriculated to the next grade level; 25% of all Migrant students scored at least at "Standard Met" on the Smarter Balanced Assessment Consortium (SBAC) summative English Language Arts and Literacy assessment; and 20% of all Migrant students scored at least "Standard Met" on the Smarter Balanced Assessment Consortium (SBAC) summative Mathematics assessment.

Even though the District improved in or met each of the five expected annual measurable outcomes, there is a continuing need to provided a multi-tiered system of supports focused on programs and services for low income students, foster youth, and homeless youth; students with disabilities; English learners; and Migrant students designed to ensure fair, equal, and significant opportunities for such students to obtain a high-quality education and reach, at a minimum, proficiency on State and District academic achievement standards

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority 1 - Basic • ----Percent of Assigned Teachers Fully Credentialed • ----Percent of Teachers Appropriately Assigned - Subject Area Competence • ----Percent of Teachers Appropriately Assigned - English Learner Authorization • ----Percentage of schools scoring "Sufficient" on the Instructional Material Sufficiency Survey • ----Percentage of schools scoring at least "Good" on the Facilities Inspection Tool	State Priority 1 - Basic Teacher Credential and Assignment. During the 2016-2017 school year, 76% (28 of 37) teachers were fully credentialed, pursuant to Education Code section 44258.9. At the beginning of the school year, 12 teachers (32%) did not possess full credentials. By the end of the school year, though, only 9 teachers (24%) did not possess full credentials. However, 100% of all the assigned teachers (with and without full credentials) possessed appropriate authorizations (subject matter competence and English learner authorizations) to teach the students to which they were assigned. Of the nine remaining teachers without full credentials, three have advanced to an Internship status, five have advanced to a Short-Term Internship Permit status, and one has advanced to	State Priority 1 - Basic Teacher Credential and Assignment. For the 2017-2018 school year, 100% of all teachers will be fully credentialed and appropriately authorized to teach the students to which they are assigned pursuant to Education Code section 44258.9, as measured by the Williams Assignment Monitoring survey. This expected annual measurable outcome represents a 24% increase over the previous year's rate of 76% and appropriate authorizations of 100%. Instructional Materials. For the 2017-208 school year, 100% of all schools will continue to receive an overall rating of "Sufficient", certifying all students had access to the current State Board of Education (SBE) and District adopted standards-aligned core instructional and ancillary materials	State Priority 1 - Basic Teacher Credential and Assignment. For the 2018-2019 school year, 100% of all teachers will be fully credentialed and appropriately authorized to teach the students to which they are assigned pursuant to Education Code section 44258.9, as measured by the Williams Assignment Monitoring survey. Instructional Materials. For the 2018-2019 school year, 100% of all schools will continue to receive an overall rating of "Sufficient", certifying all students had access to the current State Board of Education (SBE) and District adopted standards-aligned core instructional and ancillary materials pursuant to Education Code section 60119, as measured by the Williams Instructional Materials Sufficiency survey. This expected	State Priority 1 - Basic Teacher Credential and Assignment. For the 2019-2020 school year, 100% of all teachers will be fully credentialed and appropriately authorized to teach the students to which they are assigned pursuant to Education Code section 44258.9, as measured by the Williams Assignment Monitoring survey. Instructional Materials. For the 2019-2020 school year, 100% of all schools will continue to receive an overall rating of "Sufficient", certifying all students had access to the current State Board of Education (SBE) and District adopted standards-aligned core instructional and ancillary materials pursuant to Education Code section 60119, as measured by the Williams Instructional Materials Sufficiency survey. This expected annual measurable

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority 2 - Implementation of State Standards • ---- Implementation Status of State Academic Content and Performance Standards State Priority 7 - Course Access • ----Percentage of all students enrollment in all core subject areas (Language Arts, Mathematics, Science, History-Social Studies, and Physical Education) • ----Percentage of students identified as low income students, foster youth, and homeless youth • ----Percentage of students	Provisional Internship Permit status. Instructional Materials. During the 2016-2017 school year, 100% of all schools received an overall rating of "Sufficient", as measured by the Williams Instructional Materials Sufficiency survey, certifying all students had access to the current State Board of Education (SBE) and District adopted standards-aligned core instructional and ancillary materials pursuant to Education Code section 60119. Facilities Maintenance and Repair. During the 2016-2017 school year, 100% of all schools received an overall rating of "Good" or "Exemplary", as measured by the Williams Facilities Inspection Tool, certifying all school facilities were appropriately maintained and in good repair.	pursuant to Education Code section 60119, as measured by the Williams Instructional Materials Sufficiency survey. This expected annual measurable outcome represents a maintenance of the previous year's rate of 100%. Facilities Maintenance and Repair. For the 2017-208 school year, 100% of all schools will continue to receive an overall rating of "Good" or "Exemplary", certifying all school facilities were appropriately maintained and in good repair, as measured by the Williams Facilities Inspection Tool. This expected annual measurable outcome represents a maintenance of the previous year's rate of 100%. State Priority 2 - Implementation of State Standards	annual measurable outcome represents a maintenance of the previous year's rate of 100%. Facilities Maintenance and Repair. For the 2018-2019 school year, 100% of all schools will continue to receive an overall rating of "Good" or "Exemplary", certifying all school facilities were appropriately maintained and in good repair, as measured by the Williams Facilities Inspection Tool. State Priority 2a - Implementation of State Standards. • ----Common Core State Standards - Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (Adopted August 2010 and Modified	outcome represents a maintenance of the previous year's rate of 100%. Facilities Maintenance and Repair. For the 2019-2020 school year, 100% of all schools will continue to receive an overall rating of "Good" or "Exemplary", certifying all school facilities were appropriately maintained and in good repair, as measured by the Williams Facilities Inspection Tool. State Priority 2 - Implementation of State Standards. For the 2019-2020 school year, 100% of the following state standards will continue to receive an overall implementation rating of "Full" - Common Core State Standards - Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (Adopted August 2010 and Modified March 2013)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
identified as English learners • ----Percentage of students identified as a student with a disability • ----Percentage of students identified as a Migrant youth	State Priority 2 - Implementation of State Standards. During the 2016-2017 school year, none of the state adopted academic content and performance standards were fully implemented, as measured by a locally adopted implementation instrument. However, the overall implementation status of the Common Core State Standards - Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (Adopted August 2010 and Modified March 2013) and the Common Core State Standards - Mathematics (Adopted August 2010 and modified January 2013) received an overall implementation rating of "Substantial." The History /Social Science Content Standards (Adopted 1998), English Language Development (Adopted November	For the 2017-2018 school year, the overall implementation of Common Core State Standards - Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (Adopted August 2010 and Modified March 2013) and the Common Core State Standards - Mathematics (Adopted August 2010 and modified January 2013) will receive an overall rating of "Full". This expected annual measurable outcome represents an increase over the previous year's overall implementation rate of "Substantial." The History /Social Science Content Standards (Adopted 1998), English Language Development (Adopted November 2012), Visual and Performing Art Content Standards (Adopted January 2001), Career Technical Education Content Standards (Updated January	March 2013). For the 2018-2019 school year, the implementation of the Common Core State Standards - Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (Adopted August 2010 and Modified March 2013) will receive an overall implementation rating of "Full". • ----Common Core State Standards - Mathematics (Adopted August 2010 and modified January 2013). For the 2018-2019 school year, the implementation of the Common Core State	and the Common Core State Standards - Mathematics (Adopted August 2010 and modified January 2013), History /Social Science Content Standards (Adopted 1998), English Language Development (Adopted November 2012), Visual and Performing Art Content Standards (Adopted January 2001), Career Technical Education Content Standards (Updated January 2013), Health Education Content Standards (Adopted March 2008), and Model School Library Standards (Adopted September 2010), "Next Generation" Science Standards (Adopted 2013). The implementation of the World Language Content Standards(Adopted January 2009) does not yet have an expected annual measurable outcome as the District does not offer such courses.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	2012), Visual and Performing Art Content Standards (Adopted January 2001), Career Technical Education Content Standards (Updated January 2013), Health Education Content Standards (Adopted March 2008), and Model School Library Standards (Adopted September 2010) received an overall implementation rating of "Minimal." The "Next Generation" Science Standards (Adopted 2013) received an overall implementation rating of "Partial." The implementation of the World Language Content Standards (Adopted January 2009) has not been reviewed, as the District does not offer such courses. State Priority 7 - Course Access. During the 2016-2017 school year, 100% of all students, including "unduplicated students" and "students with exceptional needs,"	2013), Health Education Content Standards (Adopted March 2008), and Model School Library Standards (Adopted September 2010) will receive an overall rating of "Substantial". This expected annual measurable outcome represents an increase over the previous year's overall implementation rate of "Minimal." The "Next Generation" Science Standards (Adopted 2013) received an overall implementation rating of will receive an overall rating of "Substantial. This expected annual measurable outcome represents an increase over the previous year's overall implementation rate of"Partial." The implementation of the World Language Content Standards(Adopted January 2009) has not been reviewed as the District does not offer such courses.	Standards - Mathematics (Adopted August 2010 and modified January 2013) will receive an overall implementation rating of "Full". • ----"Next Generation" Science Standards (Adopted 2013). For the 2018-2019 school year, the implementation of the "Next Generation" Science Standards (Adopted 2013) will receive an overall implementation rating of "Substantial". • ----History /Social Science Content Standards (Adopted 1998). For the 2018-2019	State Priority 2b- Implementation of State Standards. 100% of English Learner students in the district will be appropriately placed into ELD and given the appropriate instruction during designated and integrated time daily. State Priority 7 - Course Access. For the 2018-2019 school year, 100% of all students, including "unduplicated students" and "students with exceptional needs," will be enrolled in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	were enrolled in a broad course of study that includes all the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable, except for World Languages.	State Priority 7 - Course Access. For the 2017-2018 school year, 100% of all students, including "unduplicated students" and "students with exceptional needs," will be enrolled in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.	school year, the implementation of the History /Social Science Content Standards (Adopted 1998) will receive an overall implementation rating of "Substantial". • ----Health Education Content Standards (Adopted March 2008). For the 2018-2019 school year, the implementation of the Health Education Content Standards (Adopted March 2008) will receive an overall implementation rating of "Minimal". This expected annual measurable	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			outcome represents an increase over the previous year's overall implementation rate of "Substantial." • ----English Language Development (Adopted November 2012). For the For the 2018-2019 school year, the implementation of the English Language Development (Adopted November 2012) will receive an overall implementation rating of "Substantial". • ----Visual and Performing Art Content Standards (Adopted January 2001). For the 2018-2019 school	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			year, the implementation of the Visual and Performing Art Content Standards (Adopted January 2001) will receive an overall implementation rating of "Minimal". • ----Career Technical Education Content Standards (Updated January 2013). For the 2018-2019 school year, the implementation of the Career Technical Education Content Standards (Updated January 2013) will receive an overall implementation rating of "Minimal".	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			• ----Model School Library Standards (Adopted September 2010). For the For the 2018-2019 school year, the implementation of the Model School Library Standards (Adopted September 2010) will receive an overall implementation rating of "Minimal". State Priority 2b-Implementation of State Standards. 100% of English Learner students in the district will be appropriately placed into ELD and given the appropriate instruction during designated and integrated time daily. State Priority 7 - Course Access. For the 2018-	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			2019 school year, 100% of all students, including "unduplicated students" and "students with exceptional needs," will be enrolled in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.	

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	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
State Priority 1 - Basic_Teacher Credential and Assignment Recruitment and Retention. The District will, to the extent possible, maintain sufficiently competitive salaries, wages, and benefits, as well as a positive school climate, to attract and retain fully credentialed, appropriately authorized, and highly effective teachers, administrators, and paraprofessionals.	State Priority 1 - Basic_Teacher Credential and Assignment Recruitment and Retention. The District will, to the extent possible, maintain sufficiently competitive salaries, wages, and benefits, as well as a positive school climate, to attract and retain fully credentialed, appropriately authorized, and highly effective teachers, administrators, and paraprofessionals.	State Priority 1 - Basic_Teacher Credential and Assignment Recruitment and Retention. The District will, to the extent possible, maintain sufficiently competitive salaries, wages, and benefits, as well as a positive school climate, to attract and retain fully credentialed, appropriately authorized, and highly effective teachers, administrators, and paraprofessionals.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	61500	1,142,233	1,142,233
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	1000-1999: Certificated Personnel Salaries Stipend - Masters Degree	1000-1999: Certificated Personnel Salaries Certificated Classroom Teachers x 32 (minus EPA Contribution)	1000-1999: Certificated Personnel Salaries Certificated Classroom Teachers x 32 (minus EPA Contribution)
Amount	10411	892,593	892,593
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits Stipend - Masters Degree	3000-3999: Employee Benefits Certificated Classroom Teachers x 32 (minus EPA Contribution)	3000-3999: Employee Benefits Certificated Classroom Teachers x 32 (minus EPA Contribution)

Amount	49200	55,500	55,500
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	1000-1999: Certificated Personnel Salaries Stipend - Bilingual Authorization	1000-1999: Certificated Personnel Salaries Stipend-Masters Degree	1000-1999: Certificated Personnel Salaries Stipend-Masters Degree
Amount	8329	10,422	10,422
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits Stipend - Bilingual Authorization	3000-3999: Employee Benefits Stipend-Masters Degree	3000-3999: Employee Benefits Stipend-Masters Degree
Amount	45500	45,300	45,300
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	1000-1999: Certificated Personnel Salaries Perfect Attendance Incentive	1000-1999: Certificated Personnel Salaries Stipend-Bilingual Authorization	1000-1999: Certificated Personnel Salaries Perfect Attendance Incentive
Amount	7618	8,506	8,506
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits Perfect Attendance Incentive	3000-3999: Employee Benefits Stipend-Bilingual Authorization	3000-3999: Employee Benefits Perfect Attendance Incentive
Amount	0	37,000	37,000
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	0001-0999: Unrestricted: Locally Defined N/A	1000-1999: Certificated Personnel Salaries Perfect Attendance Incentive	1000-1999: Certificated Personnel Salaries Perfect Attendance Incentive
Amount	0	6,948	6,948
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits N/A	3000-3999: Employee Benefits Perfect Attendance Incentive	3000-3999: Employee Benefits Perfect Attendance Incentive

Amount			
Budget Reference			

Action 2

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

State Priority 1 - Basic_Teacher Credential and Assignment

Selection and Assignment. The District will, to the extent possible, select and assign teachers, administrators, and paraprofessionals, based on student learning needs and program requirements, with the most effective teachers and

2018-19 Actions/Services

State Priority 1 - Basic_Teacher Credential and Assignment

Selection and Assignment. The District will, to the extent possible, select and assign teachers, administrators, and paraprofessionals, based on student learning needs and program requirements, with the most effective teachers and

2019-20 Actions/Services

State Priority 1 - Basic_Teacher Credential and Assignment

Selection and Assignment. The District will, to the extent possible, select and assign teachers, administrators, and paraprofessionals, based on student learning needs and program requirements, with the most effective teachers and

administrators being assigned to those students with the highest academic and/or behavioral needs.

(Note. No cost associated with the action/service)

administrators being assigned to those students with the highest academic and/or behavioral needs.

(Note. No cost associated with the action/service)

administrators being assigned to those students with the highest academic and/or behavioral needs.

(Note. No cost associated with the action/service)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	0	n/a
Source	Other	Other	Other
Budget Reference	0000: Unrestricted No expenditures associated with this action/service	0000: Unrestricted No expenditures associated with this action/service	0000: Unrestricted No expenditures associated with this action/service
Budget Reference			
Budget Reference			
Budget Reference			

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)

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

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

| English Learners
Foster Youth
Low Income | LEA-wide | All Schools |

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
State Priority 1 - Basic_Teacher Credential and Assignment Equitable and Balanced Distribution. The District will, to the extent possible, maintain equitable distribution across all schools of fully credentialed teachers with appropriate authorizations, as well as a balance of teachers regarding years of service and experiences. (Note. No cost associated with the action/service)	State Priority 1 - Basic_Teacher Credential and Assignment Equitable and Balanced Distribution. The District will, to the extent possible, maintain equitable distribution across all schools of fully credentialed teachers with appropriate authorizations, as well as a balance of teachers regarding years of service and experiences. (Note. No cost associated with the action/service)	State Priority 1 - Basic_Teacher Credential and Assignment Equitable and Balanced Distribution. The District will, to the extent possible, maintain equitable distribution across all schools of fully credentialed teachers with appropriate authorizations, as well as a balance of teachers regarding years of service and experiences. (Note. No cost associated with the action/service)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	0	n/a
Source	Other	Other	Other
Budget Reference	0000: Unrestricted No expenditures associated with this action/service	0000: Unrestricted No expenditures associated with this action/service	0000: Unrestricted No expenditures associated with this action/service

Action 4

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners

Foster Youth

Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

State Priority 1 - Basic_Teacher Credential and Assignment

Teacher Preparation and Examination. The District will, to the extent possible, provide reasonable reimbursement / release time for eligible teachers to prepare for, take, and pass all required examinations to be fully credentialed and with the proper authorizations to teach the students for which they are assigned.

2018-19 Actions/Services

State Priority 1 - Basic_Teacher Credential and Assignment

Teacher Preparation and Examination. The District will, to the extent possible, provide reasonable reimbursement / release time for eligible teachers to prepare for, take, and pass all required examinations to be fully credentialed and with the proper authorizations to teach the students for which they are assigned.

2019-20 Actions/Services

State Priority 1 - Basic_Teacher Credential and Assignment

Teacher Preparation and Examination. The District will, to the extent possible, provide reasonable reimbursement / release time for eligible teachers to prepare for, take, and pass all required examinations to be fully credentialed and with the proper authorizations to teach the students for which they are assigned.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3000	2,625	2,625
Source	Title II (4035)	Title II (4035)	Title II (4035)
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Release Time - Substitute Teacher Coverage	1000-1999: Certificated Personnel Salaries Teacher Release Time - Substitute Teacher Coverage	1000-1999: Certificated Personnel Salaries Teacher Release Time - Substitute Teacher Coverage
Amount	508	493	493
Source	Title II (4035)	Title II (4035)	Title II (4035)
Budget Reference	3000-3999: Employee Benefits Teacher Release Time - Substitute Teacher Coverage	3000-3999: Employee Benefits Teacher Release Time - Substitute Teacher Coverage	3000-3999: Employee Benefits Teacher Release Time - Substitute Teacher Coverage
Amount			
Budget Reference			
Amount			
Budget Reference			
Amount	855	4.069	4,069
Source	Title II (4035)	Title II (4035)	Title II (4035)
Budget Reference	5000-5999: Services And Other Operating Expenditures Reimbursement for CSET and/or RICA	5000-5999: Services And Other Operating Expenditures Reimbursement for CSET and/or RICA	5000-5999: Services And Other Operating Expenditures Reimbursement for CSET and/or RICA

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

State Priority 1 - Basic_Instructional Sufficiency

Standards-Based Instructional Materials. The District will ensure all students have access to, and all teachers utilize, the current State Board of Education (SBE) and District adopted standards-aligned core instructional and ancillary materials pursuant to Education Code section 60119 through the systematic adoption and replacement/replenishment of standards-aligned core and ancillary instructional materials.

2018-19 Actions/Services

State Priority 1 - Basic_Instructional Sufficiency

Standards-Based Instructional Materials. The District will ensure all students have access to, and all teachers utilize, the current State Board of Education (SBE) and District adopted standards-aligned core instructional and ancillary materials pursuant to Education Code section 60119 through the systematic adoption and replacement/replenishment of standards-aligned core and ancillary instructional materials.

2019-20 Actions/Services

State Priority 1 - Basic_Instructional Sufficiency

Standards-Based Instructional Materials. The District will ensure all students have access to, and all teachers utilize, the current State Board of Education (SBE) and District adopted standards-aligned core instructional and ancillary materials pursuant to Education Code section 60119 through the systematic adoption and replacement/replenishment of standards-aligned core and ancillary instructional materials.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	48530	12,000	12,000
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	4000-4999: Books And Supplies Adopted Core and Ancillary Instructional Materials	4000-4999: Books And Supplies Adopted Core and Ancillary Instructional Materials	4000-4999: Books And Supplies Adopted Core and Ancillary Instructional Materials
Amount	10000	10000	10000
Source	Sup/Con	Other	Other
Budget Reference	4000-4999: Books And Supplies Supplemental Instructional Materials/Programs	4000-4999: Books And Supplies Supplemental Instructional Materials/Programs	4000-4999: Books And Supplies Supplemental Instructional Materials/Programs
Amount	93703	97903	93703
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	5000-5999: Services And Other Operating Expenditures Supplemental Instructional Materials/Programs	5000-5999: Services And Other Operating Expenditures Supplemental Instructional Materials/Programs	5000-5999: Services And Other Operating Expenditures Supplemental Instructional Materials/Programs
Amount			

Action 6

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

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

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

English Learners Foster Youth Low Income	LEA-wide	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	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
State Priority 1 - Basic_Facilities Maintenance and Repair Routine Maintenance. The District will ensure routine (preventative and cyclical) maintenance is performed to ensure all facilities are maintained and in good repair.	State Priority 1 - Basic_Facilities Maintenance and Repair Routine Maintenance. The District will ensure routine (preventative and cyclical) maintenance is performed to ensure all facilities are maintained and in good repair.	State Priority 1 - Basic_Facilities Maintenance and Repair Routine Maintenance. The District will ensure routine (preventative and cyclical) maintenance is performed to ensure all facilities are maintained and in good repair.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	863038	863038	863038
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Plant Services	5000-5999: Services And Other Operating Expenditures Plant Services	5000-5999: Services And Other Operating Expenditures Plant Services
Amount			
Budget Reference			

Action 7

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

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

Modified Action

2017-18 Actions/Services

State Priority 1 - Basic_Facilities Maintenance and Repair

Deferred Maintenance. The District will schedule maintenance activities such as repairs on both real property (i.e. infrastructure) and personal property (i.e. machinery) to save costs, meet budget funding levels, or realign available budget monies.

2018-19 Actions/Services

State Priority 1 - Basic_Facilities Maintenance and Repair

Deferred Maintenance. The District will schedule maintenance activities such as repairs on both real property (i.e. infrastructure) and personal property (i.e. machinery) to save costs, meet budget funding levels, or realign available budget monies.

(Note. Funding projections will be based on the amount remaining in the Deferred Maintenance Funds at the end of the 2017-2018 fiscal year)

2019-20 Actions/Services

State Priority 1 - Basic_Facilities Maintenance and Repair

Deferred Maintenance. The District will schedule maintenance activities such as repairs on both real property (i.e. infrastructure) and personal property (i.e. machinery) to save costs, meet budget funding levels, or realign available budget monies.

(Note. Funding projections will be based on the amount remaining in the Deferred Maintenance Funds at the end of the 2018-2019 fiscal year)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	235000	0	n/a
Source	Base	Base	Base
Budget Reference	7000-7999: Other Outgo Deferred Maintenance	7000-7999: Other Outgo Deferred Maintenance	7000-7999: Other Outgo Deferred Maintenance
Amount			
Amount			

Action 8

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
State Priority 1 - Basic_Facilities Maintenance and Repair	State Priority 1 - Basic_Facilities Maintenance and Repair	State Priority 1 - Basic_Facilities Maintenance and Repair

| Capital Outlay. The District will schedule capital outlay expenditures to acquire, maintain, repair, or upgrade facilities and other capital assets necessary to transform the schools into modern learning environments. | Capital Outlay. The District will schedule capital outlay expenditures to acquire, maintain, repair, or upgrade facilities and other capital assets necessary to transform the schools into modern learning environments.

(Note. Funding projections will be based on the number of identified projects completed in the 2017-2018 fiscal year) | Capital Outlay. The District will schedule capital outlay expenditures to acquire, maintain, repair, or upgrade facilities and other capital assets necessary to transform the schools into modern learning environments.

(Note. Funding projections will be based on the number of identified projects completed in the 2018-2019 fiscal year) |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1371583	n/a	n/a
Source	Other	Other	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures Capital Facilities Outlay	7000-7999: Other Outgo Capital Facilities Outlay	7000-7999: Other Outgo Capital Facilities Outlay
Budget Reference			
Amount			
Budget Reference			

Action 9

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
State Priority 2 - Implementation of State Standards Visual and Performing Arts. The district will implement and monitor core instructional activities designed provide students a unique means of expression, capturing their passions and emotions, and allowing them to explore new ideas, subject matter, and cultures.	State Priority 2 - Implementation of State Standards Visual and Performing Arts. The district will implement and monitor core instructional activities designed provide students a unique means of expression, capturing their passions and emotions, and allowing them to explore new ideas, subject matter, and cultures.	State Priority 2 - Implementation of State Standards Visual and Performing Arts. The district will implement and monitor core instructional activities designed provide students a unique means of expression, capturing their passions and emotions, and allowing them to explore new ideas, subject matter, and cultures.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	81412	71,784	71,785
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	1000-1999: Certificated Personnel Salaries District Music Teacher / Band Director	1000-1999: Certificated Personnel Salaries District Music Teacher / Band Director	1000-1999: Certificated Personnel Salaries District Music Teacher / Band Director

Amount	30234	29,816	29,816
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits District Music Teacher / Band Director	3000-3999: Employee Benefits District Music Teacher / Band Director	3000-3999: Employee Benefits District Music Teacher / Band Director
Amount	5000	2,500	2,500
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	4000-4999: Books And Supplies Program Materials and Supplies	4000-4999: Books And Supplies Program Materials and Supplies	4000-4999: Books And Supplies Program Materials and Supplies
Amount	0	5,000	5,000
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	5000-5999: Services And Other Operating Expenditures N/A	5000-5999: Services And Other Operating Expenditures Annual Instrument Cleaning	5000-5999: Services And Other Operating Expenditures Annual Instrument Cleaning

Action 10

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
State Priority 2 - Implementation of State Standards Instructional Coherence. The District will ensure system-wide instructional coherence in the District's adopted curriculum, which is aligned to the academic content and performance standards, and which includes scope, sequence, and pacing for teaching and assessing the standards and skills by grade level and/or content area.	State Priority 2 - Implementation of State Standards Standards-Based Instructional Design. The District will ensure system-wide instructional coherence in the District's adopted curriculum, which is aligned to the academic content and performance standards, and which includes scope, sequence, and pacing for teaching and assessing the standards and skills by grade level and/or content area. (No additional costs projected for this action/service)	State Priority 2 - Implementation of State Standards Standards-Based Instructional Design. The District will ensure system-wide instructional coherence in the District's adopted curriculum, which is aligned to the academic content and performance standards, and which includes scope, sequence, and pacing for teaching and assessing the standards and skills by grade level and/or content area. (No additional costs projected for this action/service)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	32400	n/a	n/a
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Supplemental Pay • Curriculum Design • Curriculum Calibration	1000-1999: Certificated Personnel Salaries N/A	1000-1999: Certificated Personnel Salaries N/A

Amount	5485	0	0
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits Supplemental Pay • Curriculum Design • Curriculum Calibration	3000-3999: Employee Benefits N/A	3000-3999: Employee Benefits N/A

Action 11

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners

Foster Youth

Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
State Priority 2 - Implementation of State Standards Core Academic Instructional Time. The District will ensure the allocation of	State Priority 2 - Implementation of State Standards Core Academic Instructional Time. The District will ensure the allocation of	State Priority 2 - Implementation of State Standards Core Academic Instructional Time. The District will ensure the allocation of

| adequate instructional time, as recommended in the California subject matter frameworks for core instructional programs and strategic and/or intensive interventions.

(Note. No cost associated with this action/service) | adequate instructional time, as recommended in the California subject matter frameworks for core instructional programs and strategic and/or intensive interventions.

(Note. No cost associated with this action/service) | adequate instructional time, as recommended in the California subject matter frameworks for core instructional programs and strategic and/or intensive interventions.

(Note. No cost associated with this action/service) |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	Other	Other	Other
Budget Reference	0000: Unrestricted N/A	0000: Unrestricted N/A	0000: Unrestricted N/A

Action 12

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners

Foster Youth

Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
State Priority 2 - Implementation of State Standards Instructional Technology and Digital Resources. The District will ensure adequate and equitable access to instructional technology and digital resources for all students.	State Priority 2 - Implementation of State Standards Instructional Technology and Digital Resources. The District will ensure adequate and equitable access to instructional technology and digital resources for all students.	State Priority 2 - Implementation of State Standards Instructional Technology and Digital Resources. The District will ensure adequate and equitable access to instructional technology and digital resources for all students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	53655	53655	53655
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries Supervisor of Technology	2000-2999: Classified Personnel Salaries Supervisor of Technology	2000-2999: Classified Personnel Salaries Supervisor of Technology
Amount	25615	26994	28443
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits Supervisor of Technology	3000-3999: Employee Benefits Supervisor of Technology	3000-3999: Employee Benefits Supervisor of Technology
Amount	103609	103609	103609
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Materials and Supplies	4000-4999: Books And Supplies Upgrade/Replace Materials and Supplies	4000-4999: Books And Supplies Upgrade/Replace Materials and Supplies

Action 13

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

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

Modified Action

2017-18 Actions/Services

State Priority 2 - Implementation of State Standards

System-Wide Model of Instruction. The District will research, adopt, implement, and monitor highly effective instructional strategies structured around specific learning targets and aligned with the state academic standards and adopted instructional materials, and which can be applied to all levels of practice to increase learning for all students by moving these strategies and techniques from a single classroom to the school and from a single school to the district.

2018-19 Actions/Services

State Priority 2 - Implementation of State Standards

System-Wide Model of Instruction. The District will research, adopt, implement, and monitor highly effective instructional strategies structured around specific learning targets and aligned with the state academic standards and adopted instructional materials, and which can be applied to all levels of practice to increase learning for all students by moving these strategies and techniques from a single classroom to the school and from a single school to the district.

2019-20 Actions/Services

State Priority 2 - Implementation of State Standards

System-Wide Model of Instruction. The District will research, adopt, implement, and monitor highly effective instructional strategies structured around specific learning targets and aligned with the state academic standards and adopted instructional materials, and which can be applied to all levels of practice to increase learning for all students by moving these strategies and techniques from a single classroom to the school and from a single school to the district.

(Note. No cost associated with this action/service)	(Note. No cost associated with this action/service)	(Note. No cost associated with this action/service)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	Other	Other	Other
Budget Reference	0000: Unrestricted N/A	0000: Unrestricted N/A	0000: Unrestricted N/A

Action 14

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

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	Modified Action

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

State Priority 2 - Implementation of State Standards

Teacher and Administrator Professional Development. The District will provided all teachers and administrators with ongoing, job-embedded professional development designed to deepen their understanding of the curriculum and the instructional strategies that have proven most effective in supporting student learning and increasing student achievement. | State Priority 2 - Implementation of State Standards

Teacher and Administrator Professional Development. The District will provided all teachers and administrators with ongoing, job-embedded professional development designed to deepen their understanding of the curriculum and the instructional strategies that have proven most effective in supporting student learning and increasing student achievement. | State Priority 2 - Implementation of State Standards

Teacher and Administrator Professional Development. The District will provided all teachers and administrators with ongoing, job-embedded professional development designed to deepen their understanding of the curriculum and the instructional strategies that have proven most effective in supporting student learning and increasing student achievement. |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	44327	46,635	46,635
Source	Title I (3010)	Title I (3010)	Title I (3010)
Budget Reference	5000-5999: Services And Other Operating Expenditures
Title I Required Professional Development Reservation

(Note. Professional Development funds will be coordinated across all federal funds. As such the object classification may change as a results. | 5000-5999: Services And Other Operating Expenditures
Title I Required Professional Development Reservation

(Note. Professional Development funds will be coordinated across all federal funds. As such the object classification may change as a results. | 5000-5999: Services And Other Operating Expenditures
Title I Required Professional Development Reservation

(Note. Professional Development funds will be coordinated across all federal funds. As such the object classification may change as a results. |

Amount	51265	41,000	41,000
Source	Title II (4035)	Title II (4035)	Title II (4045)
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development • Induction, Mentoring, and Support. • Academic Content and Performance Standards • Adopted Core and Ancillary Instructional Materials • Instructional Strategies (Note. Professional Development funds will be coordinated across all federal funds. As such the object classification may change as a results.)	5000-5999: Services And Other Operating Expenditures Title II Professional Development (Note. Professional Development funds will be coordinated across all federal funds. As such the object classification may change as a results.)	5000-5999: Services And Other Operating Expenditures Title II Professional Development (Note. Professional Development funds will be coordinated across all federal funds. As such the object classification may change as a results.)

Amount	20459	0	0
Source	Title III (4203)	Title II (4045)	Title II (4035)
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development • Induction, Mentoring, and Support. • Academic Content and Performance Standards • Adopted Core and Ancillary Instructional Materials • Instructional Strategies (Note. Professional Development funds will be coordinated across all federal funds. As such the object classification may change as a results.)	5000-5999: Services And Other Operating Expenditures Professional Development • Induction, Mentoring, and Support. • Academic Content and Performance Standards • Adopted Core and Ancillary Instructional Materials • Instructional Strategies (Note. Professional Development funds will be coordinated across all federal funds. As such the object classification may change as a results.)	5000-5999: Services And Other Operating Expenditures Professional Development • Induction, Mentoring, and Support. • Academic Content and Performance Standards • Adopted Core and Ancillary Instructional Materials • Instructional Strategies (Note. Professional Development funds will be coordinated across all federal funds. As such the object classification may change as a results.)
Amount	64000	64000	64000
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	5000-5999: Services And Other Operating Expenditures Instructional Coach	5000-5999: Services And Other Operating Expenditures Instructional Coach	5000-5999: Services And Other Operating Expenditures Instructional Coach

Amount	328600	291,320	0
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	1000-1999: Certificated Personnel Salaries Marzano - Essentials for Achieving Rigor	1000-1999: Certificated Personnel Salaries Marzano - Essentials for Achieving Rigor	1000-1999: Certificated Personnel Salaries Marzano - Essentials for Achieving Rigor (Funding amount may be adjusted based on the completion rate in the previous year)
Amount	55625	55,771	0
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits Marzano - Essentials for Achieving Rigor	3000-3999: Employee Benefits Marzano - Essentials for Achieving Rigor	3000-3999: Employee Benefits Marzano - Essentials for Achieving Rigor (Funding amount may be adjusted based on the completion rate in the previous year)
Amount	2500	2500	0
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	4000-4999: Books And Supplies Marzano - Essentials for Achieving Rigor	4000-4999: Books And Supplies Marzano - Essentials for Achieving Rigor	4000-4999: Books And Supplies Marzano - Essentials for Achieving Rigor (Funding amount may be adjusted based on the completion rate in the previous year)

Amount	100000	100000	0
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	5000-5999: Services And Other Operating Expenditures Marzano - Essentials for Achieving Rigor	5000-5999: Services And Other Operating Expenditures Marzano - Essentials for Achieving Rigor	5000-5999: Services And Other Operating Expenditures Marzano - Essentials for Achieving Rigor (Funding amount may be adjusted based on the completion rate in the previous year)

Action 15

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

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

Focus Area. Standards-Aligned Instruction. The alignment between curriculum, instruction, and assessment and the academic content and performance standards.

Observation of Instructional Practices. The District will regularly conduct observations of instructional practices to monitor the implementation of the adopted curriculum, adherence to instructional minutes, and delivery of effective instructional strategies.

(Note. All costs associated with this action/service are embedded in Professional Development) | Observation of Instructional Practices. The District will regularly conduct observations of instructional practices to monitor the implementation of the adopted curriculum, adherence to instructional minutes, and delivery of effective instructional strategies.

(Note. All costs associated with this action/service are embedded in Professional Development) | Observation of Instructional Practices. The District will regularly conduct observations of instructional practices to monitor the implementation of the adopted curriculum, adherence to instructional minutes, and delivery of effective instructional strategies.

(Note. All costs associated with this action/service are embedded in Professional Development) |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	Other	Other	Other
Budget Reference	0000: Unrestricted All costs associated with this action/service are embedded in Professional Development)	0000: Unrestricted All costs associated with this action/service are embedded in Professional Development)	0000: Unrestricted All costs associated with this action/service are embedded in Professional Development)

Action 16

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Teacher and Administrator Collaboration. The District will regularly conduct teacher and administrator collaboration sessions designed to collect, analyze, and report critical metrics and performance data; engage in the analysis of student performance; plan instruction; and conduct/review action research to adjust and strengthen classroom and school wide instructional practices and address the needs of all students and determine effectiveness of instructional practices and implementation of adopted programs.	Teacher and Administrator Collaboration. The District will regularly conduct teacher and administrator collaboration sessions designed to collect, analyze, and report critical metrics and performance data; engage in the analysis of student performance; plan instruction; and conduct/review action research to adjust and strengthen classroom and school wide instructional practices and address the needs of all students and determine effectiveness of instructional practices and implementation of adopted programs.	Teacher and Administrator Collaboration. The District will regularly conduct teacher and administrator collaboration sessions designed to collect, analyze, and report critical metrics and performance data; engage in the analysis of student performance; plan instruction; and conduct/review action research to adjust and strengthen classroom and school wide instructional practices and address the needs of all students and determine effectiveness of instructional practices and implementation of adopted programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5400	5400	5400
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	1000-1999: Certificated Personnel Salaries Supplemental Pay • Benchmark Assessment Scoring and Analysis	1000-1999: Certificated Personnel Salaries Supplemental Pay • Benchmark Assessment Scoring and Analysis	1000-1999: Certificated Personnel Salaries Supplemental Pay • Benchmark Assessment Scoring and Analysis
Amount	914	1014	1114
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits Supplemental Pay • Benchmark Assessment Scoring and Analysis	3000-3999: Employee Benefits Supplemental Pay • Benchmark Assessment Scoring and Analysis	3000-3999: Employee Benefits Supplemental Pay • Benchmark Assessment Scoring and Analysis
Amount	10000	10000	10000
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	1000-1999: Certificated Personnel Salaries Supplemental Pay • Language Review Team Membership	1000-1999: Certificated Personnel Salaries Supplemental Pay • Language Review Team Membership	1000-1999: Certificated Personnel Salaries Supplemental Pay • Language Review Team Membership

Amount	1693	16931	369
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits Supplemental Pay • Language Review Team Membership	3000-3999: Employee Benefits Supplemental Pay • Language Review Team Membership	3000-3999: Employee Benefits Supplemental Pay • Language Review Team Membership

Action 17

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

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

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

Students with Disabilities	All Schools

OR

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

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

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

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
State Priority 7 - Course Access Programs and services for students with disabilities are designed to ensure all students identified as such receive appropriate individualized instructional	State Priority 7 - Course Access Programs and services for students with disabilities are designed to ensure all students identified as such receive appropriate individualized instructional	State Priority 7 - Course Access Programs and services for students with disabilities are designed to ensure all students identified as such receive appropriate individualized instructional

delivery support and services, consistent with their Individualized Education Programs (IEPs) goals and objectives, to effectively enable them to access and master the core academic content and performance standards, as well as accessing all other programs and activities offered by the District and/or schools. Such programs and services include:

* Audiological services
* Occupational therapy
* 504 Accommodations
* Speech and Language Services
* Educationally related mental health services
* Specialized Academic Instruction (Mild to Moderate)
* Specialized Academic Instruction (Moderate to Severe)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	400000	452,144	452,144
Source	Base	Base	Base
Budget Reference	7000-7999: Other Outgo Contribution from Unrestricted Sources	7000-7999: Other Outgo Contribution from Unrestricted Sources	7000-7999: Other Outgo Contribution from Unrestricted Sources
Amount	0	189,186	189,186
Source	Other	Special Education (6500)	Special Education (6500)
Budget Reference	0000: Unrestricted N/A	1000-1999: Certificated Personnel Salaries Special Education Teachers x2 (RSP/SDC)	1000-1999: Certificated Personnel Salaries Special Education Teachers x2 (RSP/SDC)

Amount	0	113,094	113,094
Source	Other	Special Education (6500)	Special Education (6500)
Budget Reference	0000: Unrestricted N/A	5000-5999: Services And Other Operating Expenditures School Psychologist	5000-5999: Services And Other Operating Expenditures School Psychologist
Amount	0	113,094	113,094
Source	Other	Special Education (6500)	Special Education (6500)
Budget Reference	0000: Unrestricted N/A	5000-5999: Services And Other Operating Expenditures Speech and Language Pathologist	5000-5999: Services And Other Operating Expenditures Speech and Language Pathologist
Amount	0	9,362	9,362
Source	Other	Special Education (6500)	Special Education (6500)
Budget Reference	0000: Unrestricted N/A	1000-1999: Certificated Personnel Salaries Special Education Transportation Aide	1000-1999: Certificated Personnel Salaries Special Education Transportation Aide
Amount	N/A	35,721	35,721
Source	Other	Special Education (6500)	Special Education (6500)
Budget Reference	0000: Unrestricted N/A	2000-2999: Classified Personnel Salaries Paraprofessional Support (Cost coordinated with Supplemental/Concentration Grant)	2000-2999: Classified Personnel Salaries Paraprofessional Support (Cost coordinated with Supplemental/Concentration Grant)

Amount	0	7,358	7,358
Source	Other	Special Education (6500)	Special Education (6500)
Budget Reference	0000: Unrestricted N/A	3000-3999: Employee Benefits Paraprofessional Support (Cost coordinated with Supplemental/Concentration Grant)	3000-3999: Employee Benefits Paraprofessional Support (Cost coordinated with Supplemental/Concentration Grant)
Amount	0	10,000	10,000
Source	Other	Sup/Con	Sup/Con
Budget Reference	0000: Unrestricted N/A	1000-1999: Certificated Personnel Salaries Student Assistance Team	1000-1999: Certificated Personnel Salaries Student Assistance Team
Amount	0	1,878	1,878
Source	Other	Sup/Con	Sup/Con
Budget Reference	0000: Unrestricted N/A	3000-3999: Employee Benefits Student Assistance Team	3000-3999: Employee Benefits Student Assistance Team

Action 18

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

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

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

Specific Student Groups: English Learners/Immigrant Students
[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

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

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

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

English Learners
[Add Students to be Served selection here]

LEA-wide
[Add Scope of Services selection here]

All Schools
[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
State Priority 7 - Course Access	State Priority 7 - Course Access	State Priority 7 - Course Access

State Priority 7 - Course Access

Programs and services for English learners are designed to ensure such students receive English Language Development (ELD) instructional support appropriate to their English language proficiency level to effectively enable them to access and master the core academic content and performance standards. Such programs and supports include:

* Designated English Language Development (English Language Proficiency Levels 1-3).   Designated English Language Development is provided to English learners during a designated time blocks in the regular school day. Teachers use the California English Language Development Standards as the focal standards in ways that build into and from content instruction to develop critical language English learners need for content learning in English. Ideally, students are grouped for designated English Language Development by English language proficiency levels (Emerging, Expanding, Bridging), although schools need to consider their particular student population

---

State Priority 7 - Course Access

Programs and services for English learners are designed to ensure such students receive English Language Development (ELD) instructional support appropriate to their English language proficiency level to effectively enable them to access and master the core academic content and performance standards. Such programs and supports include:

* Designated English Language Development (English Language Proficiency Levels 1-3).   Designated English Language Development is provided to English learners during a designated time blocks in the regular school day. Teachers use the California English Language Development Standards as the focal standards in ways that build into and from content instruction to develop critical language English learners need for content learning in English. Ideally, students are grouped for designated English Language Development by English language proficiency levels (Emerging, Expanding, Bridging), although schools need to consider their particular student population

---

State Priority 7 - Course Access

Programs and services for English learners are designed to ensure such students receive English Language Development (ELD) instructional support appropriate to their English language proficiency level to effectively enable them to access and master the core academic content and performance standards. Such programs and supports include:

* Designated English Language Development (English Language Proficiency Levels 1-3).   Designated English Language Development is provided to English learners during a designated time blocks in the regular school day. Teachers use the California English Language Development Standards as the focal standards in ways that build into and from content instruction to develop critical language English learners need for content learning in English. Ideally, students are grouped for designated English Language Development by English language proficiency levels (Emerging, Expanding, Bridging), although schools need to consider their particular student population

(e.g., number of English learners at each proficiency level) and make appropriate decisions about grouping.
* Integrated English Language Development (English Language Proficiency (Levels 4-5).   Integrated English Language Development instruction occurs throughout the school day in every subject area by every teacher who has at least one English learner student in the classroom. The California English Language Development Standards are used in tandem with the Common Core State Standards for English Language Arts and Literacy and other content standards to ensure students strengthen their abilities to use academic English as they learn content through English.

(e.g., number of English learners at each proficiency level) and make appropriate decisions about grouping.
* Integrated English Language Development (English Language Proficiency (Levels 4-5).   Integrated English Language Development instruction occurs throughout the school day in every subject area by every teacher who has at least one English learner student in the classroom. The California English Language Development Standards are used in tandem with the Common Core State Standards for English Language Arts and Literacy and other content standards to ensure students strengthen their abilities to use academic English as they learn content through English.

(e.g., number of English learners at each proficiency level) and make appropriate decisions about grouping.
* Integrated English Language Development (English Language Proficiency (Levels 4-5).   Integrated English Language Development instruction occurs throughout the school day in every subject area by every teacher who has at least one English learner student in the classroom. The California English Language Development Standards are used in tandem with the Common Core State Standards for English Language Arts and Literacy and other content standards to ensure students strengthen their abilities to use academic English as they learn content through English.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	808	808	808
Source	Title III (4201)	Title III (4201)	Title III (4201)
Budget Reference	5000-5999: Services And Other Operating Expenditures Supplemental Instruction Programs and Services • Pearson iLit ELL	5000-5999: Services And Other Operating Expenditures Supplemental Instruction Programs and Services • Pearson iLit ELL	5000-5999: Services And Other Operating Expenditures Supplemental Instruction Programs and Services • Pearson iLit ELL

Amount	28000	49,907	49,907
Source	Title III (4203)	Title III (4203)	Title III (4203)
Budget Reference	5000-5999: Services And Other Operating Expenditures Supplemental Instruction Programs and Services • Pearson iLit ELL	5000-5999: Services And Other Operating Expenditures Supplemental Instruction Programs and Services • Pearson iLit ELL	5000-5999: Services And Other Operating Expenditures Supplemental Instruction Programs and Services • Pearson iLit ELL
Amount	0	10,000	10,000
Source	Other	Sup/Con	Sup/Con
Budget Reference	0000: Unrestricted N/A	1000-1999: Certificated Personnel Salaries Language Review Team	Language Review Team
Amount	0	1,878	1,878
Source	Other	Sup/Con	Sup/Con
Budget Reference	0000: Unrestricted N/A	3000-3999: Employee Benefits Language Review Team	3000-3999: Employee Benefits Language Review Team
Amount	0	2,500	2,500
Source	Other	Sup/Con	Sup/Con
Budget Reference	0000: Unrestricted N/A	4000-4999: Books And Supplies EL Achieve_Grades K-2_Replacement/Replenishment	4000-4999: Books And Supplies EL Achieve_Grades K-2_Replacement/Replenishment
Amount	N/A	13,000	13,0
Source	Other	Title I (3010)	Title I (3010)
Budget Reference	0000: Unrestricted N/A	5000-5999: Services And Other Operating Expenditures Elevation	5000-5999: Services And Other Operating Expenditures Elevation

Action 19

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

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

| Specific Student Groups: Migrant Students |

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

| All Schools |

OR

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

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

| [Add Students to be Served selection here] |

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

| [Add Scope of Services selection here] |

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

| [Add Location(s) selection here] |

Actions/Services

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

| Unchanged Action |

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

| Unchanged Action |

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

| Unchanged Action |

2017-18 Actions/Services

State Priority 7 - Course Access

Programs and services for migrant students are designed to support high quality and comprehensive educational programs for migrant children to help reduce the educational disruption and other problems that result from repeated moves. Such programs and services include:

* Health services
* Special guidance
* Preschool services
* Vocational instruction
* Extended learning time
* Career education services
* Counseling and testing services

2018-19 Actions/Services

State Priority 7 - Course Access

Programs and services for migrant students are designed to support high quality and comprehensive educational programs for migrant children to help reduce the educational disruption and other problems that result from repeated moves. Such programs and services include:

* Health services
* Special guidance
* Preschool services
* Vocational instruction
* Extended learning time
* Career education services
* Counseling and testing services

2019-20 Actions/Services

State Priority 7 - Course Access

Programs and services for migrant students are designed to support high quality and comprehensive educational programs for migrant children to help reduce the educational disruption and other problems that result from repeated moves. Such programs and services include:

* Health services
* Special guidance
* Preschool services
* Vocational instruction
* Extended learning time
* Career education services
* Counseling and testing services

(Note. No direct cost to the District. Region 5 receives all funds directly)	(Note. No direct cost to the District. Region 5 receives all funds directly)	(Note. No direct cost to the District. Region 5 receives all funds directly)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	Other	Other	Other
Budget Reference	0000: Unrestricted N/A	0000: Unrestricted N/A	0000: Unrestricted N/A

Action 20

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
Unchanged Action	Unchanged Action	Unchanged Action

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

State Priority 7 - Course Access	State Priority 7 - Course Access	State Priority 7 - Course Access
Programs and services for low income students, foster youth, and homeless youth are designed to ensure fair, equal, and significant opportunities for such students to obtain a high-quality education and reach, at a minimum, proficiency on State and District academic achievement standards. Such programs and services include: * Parent involvement * Extended learning time * Professional development * Schoolwide instructional reform efforts * Health, nutrition, and other social services * Instructional materials and other instructional support * Supplemental support provided by teachers and instructional aides	Programs and services for low income students, foster youth, and homeless youth are designed to ensure fair, equal, and significant opportunities for such students to obtain a high-quality education and reach, at a minimum, proficiency on State and District academic achievement standards. Such programs and services include: * Parent involvement * Extended learning time * Professional development * Schoolwide instructional reform efforts * Health, nutrition, and other social services * Instructional materials and other instructional support * Supplemental support provided by teachers and instructional aides	Programs and services for low income students, foster youth, and homeless youth are designed to ensure fair, equal, and significant opportunities for such students to obtain a high-quality education and reach, at a minimum, proficiency on State and District academic achievement standards. Such programs and services include: * Parent involvement * Extended learning time * Professional development * Schoolwide instructional reform efforts * Health, nutrition, and other social services * Instructional materials and other instructional support * Supplemental support provided by teachers and instructional aides

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	88654	113,463	88654
Source	Title I (3010)	Title I (3010)	Title I (3010)
Budget Reference	5000-5999: Services And Other Operating Expenditures Program Improvement Allowable Reservation	1000-1999: Certificated Personnel Salaries At-Risk Counselor x 2	5000-5999: Services And Other Operating Expenditures Program Improvement Allowable Reservation

Amount	N/A	53,797	53,797
Source	Other	Title I (3010)	Title I (3010)
Budget Reference	0000: Unrestricted N/A	3000-3999: Employee Benefits At-Risk Counselor x 2	3000-3999: Employee Benefits At-Risk Counselor x 2
Amount	N/A	21,321	21,321
Source	Other	Title I (3010)	Title I (3010)
Budget Reference	0000: Unrestricted N/A	2000-2999: Classified Personnel Salaries Community Liaison	2000-2999: Classified Personnel Salaries Community Liaison
Amount	N/A	20,762	20,762
Source	Other	Title I (3010)	Title I (3010)
Budget Reference	0000: Unrestricted N/A	3000-3999: Employee Benefits Community Liaison	3000-3999: Employee Benefits
Amount	N/A	104,000	104,000
Source	Other	Title I (3010)	Title I (3010)
Budget Reference	0000: Unrestricted N/A	4000-4999: Books And Supplies Renaissance Learning Suite ESGI Standards Tracker SIPPS	4000-4999: Books And Supplies Renaissance Learning Suite ESGI Standards Tracker SIPPS
Amount	N/A	34,919	34,919
Source	Other	Title I (3010)	Title I (3010)
Budget Reference	0000: Unrestricted N/A	1000-1999: Certificated Personnel Salaries Extended School Year_Summer Academy (Note. Costs coordinated with Supplemental/Concentration Grant)	1000-1999: Certificated Personnel Salaries Extended School Year_Summer Academy (Note. Costs coordinated with Supplemental/Concentration Grant)

Amount	N/A	1,500	1,500
Source	Other	Title I (3010)	Title I (3010)
Budget Reference	0000: Unrestricted N/A	4000-4999: Books And Supplies Homeless Services	4000-4999: Books And Supplies Homeless Services

Goals, Actions, & Services

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

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

Unchanged Goal

Goal 2

Pupil Outcomes. Upon matriculation and/or graduation, all students will meet or exceed the state and/or district expectations in required content knowledge, skills, and competencies.

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:

State Priority 4 - Pupil Achievement
- ----English Language Arts Performance. During the 2017-2018 school year, 24.5% (unofficial results) of all students scored at least "Standard Met"on the Smarter Balanced Assessment Consortium (SBAC) summative English Language Arts and Literacy assessment. This was an increase of 10.6% over the previous year.
- ----Mathematics Performance. During the 2017-2018 school year, 14.6% (unofficial results) of all students scored at least "Standard Met" on the Smarter Balanced Assessment Consortium (SBAC) Mathematics summative assessment. This was an increase of 5.6% over the previous year.
- ----English Language Proficiency. During the 2017-2018 school year, 36.2% (unofficial results) of English learners made annual progress toward English proficiency, as measured by the English Language Proficiency Assessment for California (ELPAC). This was an decrease of 9.5%over the previous year.
- ----English Learner Reclassification Rate. During the 2017-2018 school year, 45 students were Fluent English Proficient.

Even though progress was made with regard to student performance on state assessments, there continues to be a need to significantly improve student performance to at least at a level commensurate with the county average. For the 2018-2019 school year, the District will continue its efforts to improve the instructional core, which is the relationship between the teacher and student in the presence of the content, and which can be applied to all levels of practice to improve instruction and increase learning for all students. The District will focus on providing high quality instructional leadership; effective teaching in every classroom; a guaranteed

and viable curriculum, which includes literacy rich learning environments and comprehensive vocabulary program; standards-referenced reporting; and a competency-based education protocol. Additionally, the District will also continue to provided multi-tiered system of supports focused on core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

State Priority 8 - Other Pupil Outcomes
- ----Matriculation Rate. During the 2017-2018 school year, 99.9% of all students matriculated to the next grade level. This was an increase of 0.2% over the previous year.
- ----California Physical Fitness Test. The District does not yet have data on the 2017-2018 Physical Fitness Test.

Even though the District improved in one of two expected annual measurable outcomes, with one having no data at this time, there is a continuing need to provided a multi-tiered system of supports focused on core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. These supports include, Social and Emotional Learning Competencies; Response to Intervention; Positive Behavioral Interventions and Supports; Positive Student Attendance Interventions and Supports; Character Education Program; a Comprehensive School Physical Activity Program; Comprehensive Program of Co-Curricular Activities; a Comprehensive Program of Extra-Curricular Activities, and appropriate programs and services for low income students, foster youth, and homeless youth; students with disabilities; English learners; and Migrant students designed to ensure fair, equal, and significant opportunities for such students to obtain a high-quality education and reach, at a minimum, proficiency on State and District academic achievement standards.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority 4 - Pupil Achievement - ----Percentage of all students scoring at least "Standard Met" on the Smarter Balanced Assessment Consortium (SBAC) summative English Language Arts	State Priority 4 - Pupil Achievement. During the 2016-2017 school year, 14% (62 of 445) scored proficient ("Standard Met" or "Standard Exceeded") on the Smarter Balanced Assessment Consortium (SBAC) summative English Language Arts and Literacy assessment, while 9% (40 of 442)	State Priority 4 - Pupil Achievement. For the 2017-2018 school year, at least 36% of all students will score proficient ("Standard Met" or "Standard Exceeded") on the Smarter Balanced Assessment Consortium (SBAC) summative English Language Arts and Literacy assessment. This	State Priority 4 - Pupil Achievement. - ----English Language Arts and Literacy Performance. F or the 2018-2019 school year, the percent of all students scoring at least "Standard Met" on the Smarter	State Priority 4 - Pupil Achievement. - ----English Language Arts and Literacy Performance. F or the 2019-2020 school year, the percent of all students scoring at least "Standard Met" on the Smarter

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
and Literacy assessment • ----Percentage of all students scoring at least "Standard Met" on the Smarter Balanced Assessment Consortium (SBAC) summative Mathematics assessment • ----Percentage of English learners making annual progress toward English proficiency, as measured by the English Language Proficiency Assessment for California (ELPAC) • ----Percent of English learners reclassified as Fluent English Proficient Note: Academic Performance Index (not	scored proficient ("Standard Met" or "Standard Exceeded") on the Smarter Balanced Assessment Consortium (SBAC) Mathematics summative assessment. During the 2016-2017 school year, 45.7% (155 of 339) English learners made annual progress toward English proficiency, as measured by the California English Language Development Test (CELDT). Additionally, 12% (71 of 582) of all English learners attained English language proficiency, as measured by the California English Language Development Test (CELDT). Finally, 17% (81 of 475) of all English learners were reclassified as fluent English proficient. State Priority 8 - Other Pupil Outcomes. During the 2016-2017 school year, 100% (692 of 692)	expected annual measurable outcome represents a 22% increase over the previous year's rate of 14%. Additionally, at least 32% of all students will score proficient ("Standard Met" or "Standard Exceeded") on the Smarter Balanced Assessment Consortium (SBAC) summative Mathematics assessment. This expected annual measurable outcome represents a 23% increase over the previous year's rate of 9%. For the 2017-2018 school year, at least 100% of all English learners will make annual progress toward English proficiency, as measured by the California English Language Development Test (CELDT). This expected annual measurable outcome represents a 54.3% increase over the previous year's rate of	Balanced Assessment Consortium (SBAC) summative English Language Arts and Literacy assessment will increase by at least the same percent of students scoring at least "Standard Met", plus one-half, as the previous year. • ----Mathematics Performance. For the 2018-2019 school year, the percent of all students scoring at least "Standard Met" on the Smarter Balanced Assessment Consortium (SBAC) summative Mathematics assessment will increase by at least the	Balanced Assessment Consortium (SBAC) summative English Language Arts and Literacy assessment will increase by at least the same percent of students scoring at least "Standard Met", plus one-half, as the previous year. • ----Mathematics Performance. For the 2019-2020 school year, the percent of all students scoring at least "Standard Met" on the Smarter Balanced Assessment Consortium (SBAC) summative Mathematics assessment will increase by at least the

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

applicable); Percent of students successfully completing A-G courses (not applicable); Percent of students successfully completing CTE sequences or programs of study (not applicable); Percent of students passing Advanced Placement exams (3+) (not applicable); Percent of students demonstrating college preparedness (Early Assessment Program exam) (not applicable)
 	
State Priority 8 - Other Pupil Outcomes
    •   ----Percentage of all students matriculating to the next grade level
    •   ----Percentage of all students scoring in the "Healthy Fitness Zone" in each of the five Physical Fitness Areas
 	
Note: CAHSEE / English-Language Arts
	of all students, including "unduplicated students" and "students with exceptional needs", matriculated to the next grade level. However, there is a continuing need to ensure all students matriculate having met the required attendance rates and all content area knowledge, skills, and competencies in all required subjects.	45.7%. Additionally, at least 24% of all English learners will attain English language proficiency, as measured by the California English Language Development Test (CELDT). This expected annual measurable outcome represents a 12% increase over the previous year's of 12%. Finally, 100% of all English learners whose overall proficiency level is Intermediate, Early Advanced, or Advanced will be reclassified as fluent English proficient. This expected annual measurable outcome represents a 83% increase over the previous year's rate of 17%.
		
		State Priority 8 - Other Pupil Outcomes. For the 2017-2018 school year, 100% of all students, "unduplicated students" and "students with exceptional needs", will matriculate to the next grade level. This
			same percent of students scoring at least "Standard Met", plus one-half, as the previous year.
			    • ----Science Performance. For the 2018-2019 school year, the percent of all students scoring at least "Standard Met" on the summative Science assessment will increase by at least the same percent of students of students scoring at least "Standard Met", plus one-half, as the previous year.
			    • ----English Language Proficiency. For the 2018-2019 school year, the percent of all English
				same percent of students scoring at least "Standard Met", plus one-half, as the previous year.
				    • ----Science Performance. For the 2019-2020 school year, the percent of all students scoring at least "Standard Met" on the summative Science assessment will increase by at least the same percent of students of students scoring at least "Standard Met", plus one-half, as the previous year.
				    • ----English Language Proficiency. For the 2019-2020 school year, the percent of all English

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
and Mathematics Pass Rate (not applicable).		expected annual measurable outcome represents a maintenance of the previous year's rate of 100%.	learners making annual progress toward English proficiency will increase by at least the same percent of English learners making annual progress toward English proficiency, plus one-half, as the previous year., as measured by the English Language Proficiency Assessment for California (ELPAC). • ----English Learner Classification Rate. For the 2018-2019 school year, 100% of all English learners whose overall proficiency level is Intermediate,	learners making annual progress toward English proficiency will increase by at least the same percent of English learners making annual progress toward English proficiency, plus one-half, as the previous year., as measured by the English Language Proficiency Assessment for California (ELPAC). • ----English Learner Classification Rate. For the 2019-2020 school year, 100% of all English learners whose overall proficiency level is Intermediate,

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			Early Advanced, or Advanced will be reclassified as fluent English proficient. State Priority 8 - Other Pupil Outcomes. • ----Matriculation Rate. For the 2018-2019 school year, 100% of all students will matriculate to the next grade level. • ----California Physical Fitness Test. For the 2018-2019 school year, 100% of all students shall score in the "Healthy Fitness Zone" in each of the five Physical Fitness Area.	Early Advanced, or Advanced will be reclassified as fluent English proficient. State Priority 8 - Other Pupil Outcomes. • ----Matriculation Rate. For the 2019-2020 school year, 100% of all students will matriculate to the next grade level. • ----California Physical Fitness Test. For the 2019-2020 school year, 100% of all students shall score in the "Healthy Fitness Zone" in each of the five Physical Fitness Area.

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
Unchanged Action	New Action	New Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Academic Skills Building. The District will research, adopt, implement and monitor the use of effective academic skill building and support programs and activities designed to assist students in developing the skills necessary to access the District's core educational programs and to meet grade level expectations.	Academic Skills Building. The District will research, adopt, implement and monitor the use of effective academic skill building and support programs and activities designed to assist students in developing the skills necessary to access the District's core educational programs and to meet grade level expectations.	Academic Skills Building. The District will research, adopt, implement and monitor the use of effective academic skill building and support programs and activities designed to assist students in developing the skills necessary to access the District's core educational programs and to meet grade level expectations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	25000	42,500	42,500
Source	Sup/Con	Title I (3010)	Title I (3010)
Budget Reference	4000-4999: Books And Supplies Program Materials and Supplies • Student Organizational Folders (Grades K-2) • Student Organizational Binders (Grades 3-8) • Note-Taking Templates • KleenSlates • DOK Wheels	4000-4999: Books And Supplies Program Materials and Supplies • Student Organizational Folders (Grades K-2) • Student Organizational Binders (Grades 3-8) • Note-Taking Templates • KleenSlates • DOK Wheels	4000-4999: Books And Supplies Program Materials and Supplies • Student Organizational Folders (Grades K-2) • Student Organizational Binders (Grades 3-8) • Note-Taking Templates • KleenSlates • DOK Wheels
Budget Reference			

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

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

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

Unchanged Action	New Action	New Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
At-Risk Counseling and Support. The District will provide academic and socio-emotional counseling and support to all students identified as at-risk for academic, social, emotional, physical, and behavioral concerns that may inhibit their ability to meet grade level expectations.	These actions and services have been moved to Goal 1	These actions and services have been moved to Goal 1

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	118622	0	0
Source	Title I (3010)	Title I (3010)	Title I (3010)
Budget Reference	1000-1999: Certificated Personnel Salaries At-Risk Counselor (2)	1000-1999: Certificated Personnel Salaries At-Risk Counselor (2)	1000-1999: Certificated Personnel Salaries At-Risk Counselor (2)
Amount	53520	0	0
Source	Title I (3010)	Title I (3010)	Title I (3010)
Budget Reference	3000-3999: Employee Benefits At-Risk Counselor (2)	3000-3999: Employee Benefits At-Risk Counselor (2)	3000-3999: Employee Benefits At-Risk Counselor (2)
Amount	21321	0	0
Source	Title I (3010)	Title I (3010)	Title I (3010)
Budget Reference	2000-2999: Classified Personnel Salaries Community Liaison	2000-2999: Classified Personnel Salaries Community Liaison	2000-2999: Classified Personnel Salaries Community Liaison
Amount	19861	0	0
Source	Title I (3010)	Title I (3010)	Title I (3010)
Budget Reference	3000-3999: Employee Benefits Community Liaison	3000-3999: Employee Benefits Community Liaison	3000-3999: Employee Benefits Community Liaison

Amount	250	0	0
Source	Title I (3010)	Title I (3010)	Title I (3010)
Budget Reference	5000-5999: Services And Other Operating Expenditures Phone Line	5000-5999: Services And Other Operating Expenditures Phone Line	5000-5999: Services And Other Operating Expenditures Phone Line
Amount	10000	0	0
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	1000-1999: Certificated Personnel Salaries Supplemental Pay • Student Assistance Team Members	1000-1999: Certificated Personnel Salaries Supplemental Pay • Student Assistance Team Members	1000-1999: Certificated Personnel Salaries Supplemental Pay • Student Assistance Team Members
Amount	1693	0	0
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits Supplemental Pay • Student Assistance Team Members	3000-3999: Employee Benefits Supplemental Pay • Student Assistance Team Members	3000-3999: Employee Benefits Supplemental Pay • Student Assistance Team Members
Amount	5000	0	0
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	4000-4999: Books And Supplies Program Materials and Supplies • At-Risk Counseling and Support	4000-4999: Books And Supplies Program Materials and Supplies • At-Risk Counseling and Support	4000-4999: Books And Supplies Program Materials and Supplies • At-Risk Counseling and Support

Action 3

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners

Foster Youth

Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Extended Learning Time. The District will provide strategic and/or intensive academic intervention before, during, and/or or after the regular school day/year for all students who are not meeting, or at risk of not meeting, grade level performance expectations.

2018-19 Actions/Services

Extended Learning Time. The District will provide strategic and/or intensive academic intervention before, during, and/or or after the regular school day/year for all students who are not meeting, or at risk of not meeting, grade level performance expectations.

2019-20 Actions/Services

Extended Learning Time. The District will provide strategic and/or intensive academic intervention before, during, and/or or after the regular school day/year for all students who are not meeting, or at risk of not meeting, grade level performance expectations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	249680	79,200	79,200
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	1000-1999: Certificated Personnel Salaries Supplemental Pay • Extended School Day Academic Intervention • Extended School Year Academic Intervention	1000-1999: Certificated Personnel Salaries Extended School Year Academic Intervention (Costs for this action/service has been coordinated with Title I funds)	1000-1999: Certificated Personnel Salaries Extended School Year Academic Intervention (Costs for this action/service has been coordinated with Title I funds)
Amount	42266	15,352	15,352
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits Supplemental Pay • Extended School Day Academic Intervention • Extended School Year Academic Intervention	3000-3999: Employee Benefits Extended School Year Academic Intervention (Costs for this action/service has been coordinated with Title I funds)	3000-3999: Employee Benefits Extended School Year Academic Intervention (Costs for this action/service has been coordinated with Title I funds)
Amount	30525	37,658	37,658
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	2000-2999: Classified Personnel Salaries Supplemental Pay • Extended School Day Academic Intervention • Extended School Year Academic Intervention	2000-2999: Classified Personnel Salaries Extended School Year Academic Intervention (Costs for this action/service has been coordinated with Title I funds)	2000-2999: Classified Personnel Salaries Extended School Year Academic Intervention (Costs for this action/service has been coordinated with Title I funds)

Amount	5503	7,098	7,098
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits Supplemental Pay • Extended School Day Academic Intervention • Extended School Year Academic Intervention	3000-3999: Employee Benefits Extended School Year Academic Intervention (Costs for this action/service has been coordinated with Title I funds)	3000-3999: Employee Benefits Extended School Year Academic Intervention (Costs for this action/service has been coordinated with Title I funds)
Amount	10000	10000	10000
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	4000-4999: Books And Supplies Program Materials and Supplies • Extended School Day Academic Intervention • Extended School Year Academic Intervention	4000-4999: Books And Supplies Extended School Year Academic Intervention (Costs for this action/service has been coordinated with Title I funds)	4000-4999: Books And Supplies Extended School Year Academic Intervention (Costs for this action/service has been coordinated with Title I funds)
Amount	3680	3680	3680
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	5000-5999: Services And Other Operating Expenditures Transportation - Mileage • Extended School Day Academic Intervention • Extended School Year Academic Intervention	5000-5999: Services And Other Operating Expenditures Extended School Year Academic Intervention_Transportation - Mileage	5000-5999: Services And Other Operating Expenditures Extended School Year Academic Intervention_Transportation - Mileage

Action 4

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

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

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Class-Size Reduction. The District will strategically reduce class sizes to address the needs of students most at- risk of not meeting grade level performance expectations.	Class-Size Reduction. The District will strategically reduce class sizes to address the needs of students most at- risk of not meeting grade level performance expectations.	Class-Size Reduction. The District will strategically reduce class sizes to address the needs of students most at- risk of not meeting grade level performance expectations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	407060	407060	407060
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	1000-1999: Certificated Personnel Salaries Additional Classroom Teachers - Class Size Reduction • Grade K • Grade 1 • Grade 2 • Grade 3 • Grade 4	1000-1999: Certificated Personnel Salaries Additional Classroom Teachers - Class Size Reduction • Grade K • Grade 1 • Grade 2 • Grade 3 • Grade 4	1000-1999: Certificated Personnel Salaries Additional Classroom Teachers - Class Size Reduction • Grade K • Grade 1 • Grade 2 • Grade 3 • Grade 4
Amount	151172	158703	158703
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits Additional Classroom Teachers - Class Size Reduction • Grade K • Grade 1 • Grade 2 • Grade 3 • Grade 4	3000-3999: Employee Benefits Additional Classroom Teachers - Class Size Reduction • Grade K • Grade 1 • Grade 2 • Grade 3 • Grade 4	3000-3999: Employee Benefits Additional Classroom Teachers - Class Size Reduction • Grade K • Grade 1 • Grade 2 • Grade 3 • Grade 4
Budget Reference			

Action 5

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

| 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

| Unchanged Action |

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

| Unchanged Action |

2017-18 Actions/Services

Paraprofessional Support. The District will strategically utilize paraprofessionals to assist the classroom teacher in reinforcing instruction, providing primary language support to English Learners, and implementing the Individual Education Plan (IEP) for students who are receiving special education services, to effectively enable all students to access and master the core academic content and performance standards.

2018-19 Actions/Services

Paraprofessional Support. The District will strategically utilize paraprofessionals to assist the classroom teacher in reinforcing instruction, providing primary language support to English Learners, and implementing the Individual Education Plan (IEP) for students who are receiving special education services, to effectively enable all students to access and master the core academic content and performance standards.

2019-20 Actions/Services

Paraprofessional Support. The District will strategically utilize paraprofessionals to assist the classroom teacher in reinforcing instruction, providing primary language support to English Learners, and implementing the Individual Education Plan (IEP) for students who are receiving special education services, to effectively enable all students to access and master the core academic content and performance standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	355644	289,012	289,012
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	2000-2999: Classified Personnel Salaries Comprehensive Instructional Aides	2000-2999: Classified Personnel Salaries Comprehensive Instructional Aides (Costs associated with this action/service have been coordinated with Special Education Funds)	2000-2999: Classified Personnel Salaries Comprehensive Instructional Aides (Costs associated with this action/service have been coordinated with Special Education Funds)
Amount	64119	59,531	59,531
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits Comprehensive Instructional Aides	3000-3999: Employee Benefits Comprehensive Instructional Aides (Costs associated with this action/service have been coordinated with Special Education Funds)	3000-3999: Employee Benefits Comprehensive Instructional Aides (Costs associated with this action/service have been coordinated with Special Education Funds)

Action 6

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

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

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

| English Learners
Foster Youth
Low Income | LEA-wide | All Schools |

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Individual Student Learning Plans (ISLP). The District will develop and regularly monitor Individual Student Learning Plans (ISLP) for each student, which is a personalized document that students develop with their teachers and administrators and other supportive adults to chart their progress toward their goals during each school year, to ensure they are on an appropriate pathway for matriculation and graduation.	This action has been abandoned.	This action has been abandoned.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10000	0	0
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	1000-1999: Certificated Personnel Salaries Supplemental Pay • Individual Student Learning Plans (ISLP) Team Members	1000-1999: Certificated Personnel Salaries Supplemental Pay • Individual Student Learning Plans (ISLP) Team Members	1000-1999: Certificated Personnel Salaries Supplemental Pay • Individual Student Learning Plans (ISLP) Team Members

Amount	1693	0	0
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits Supplemental Pay • Individual Student Learning Plans (ISLP) Team Members	3000-3999: Employee Benefits Supplemental Pay • Individual Student Learning Plans (ISLP) Team Members	3000-3999: Employee Benefits Supplemental Pay • Individual Student Learning Plans (ISLP) Team Members
Amount	5000	0	0
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	5000-5999: Services And Other Operating Expenditures Program Software	5000-5999: Services And Other Operating Expenditures Program Software	5000-5999: Services And Other Operating Expenditures Program Software

Goals, Actions, & Services

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

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

Unchanged Goal

Goal 3

Engagement. On an annual basis, all schools will provide a safe and supportive environment necessary to promoting a sense of connectedness among all parents, faculty, staff, and students, which in turn will produce a more positive and engaging school character and culture.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

State Priority 3 - Parent Involvement
- ----Efforts to Seek Parent Input in Decision Making_Regulatory and Non-Regulatory Committees. During the 2017-2018 school year, the District provided all parents with opportunities to serve on several regulatory and non-regulatory committee such as, the District Parent Advisory Committee, District English Learner Advisory Committee, as well as multiple Local Control and Accountability Family and Community Input Forums; or at least attend the meetings of such committees.
- ----Promotion of Parent Participation in Programs for Unduplicated Pupils and Special Need Subgroups_Capacity Building Opportunities. During the 2017-2018 school year, the District provided all parents with opportunities to increase their capacity to support their student's intellectual, emotional, social, and physical growth. Specially, the District hosted a Back-to-School Night and two parent -teacher conferences (fall and winter). During these capacity-building opportunities, the District also provided translation service and child care services. The District also provided parents with daily access to their child's academic progress though the SchoolWise Parent Portal.

Even though the District has provided families and the community with meaningfully opportunities to engage with the District and each other in support of their student's intellectual, emotional, social, and physical growth, there is a continued need to collect both qualitative and quantitative data on the effecters of such opportunities to ensure all families and members of the community by providing various opportunities for families and community members to meaningfully engage with the District and each other by

building the capacity of families to support of their student's intellectual, emotional, social, and physical growth; providing opportunities for families to demonstrate leadership on both regulatory and non-regulatory committees/councils; providing opportunities for families to be involved in monitoring the progress of the District's programs; and providing multiple strategies to facilitate two-way communication with parents on a regular basis and ensuring information is readily available and accessible in formats and languages spoken by parents in the District.

State Priority 5 - Pupil Engagement
- ----Positive Student Attendance Rate. During the 2017-2018 school year, the positive student attendance rate was 95.7% (unofficial results). This was an increase of 0.4% over the previous year.
- ----Chronic Absenteeism Rate. During the 2017-2018 school year, the chronic absenteeism rate was 10.8% (unofficial results). This was a decrease of 1.3% over the previous year.
- ----Middle School Dropout Rate. During the 2017-2018 school year, the middle school dropout rate rained at 0%.

Even though the District improved in each of the three expected annual measurable outcomes, there is a continuing need to implement and monitor comprehensive student positive attendance interventions and supports, as well as other systematic efforts designed to reduce the rates of truancy and chronic absenteeism, as well as promote persistence.

State Priority 6 - School Climate
- ----Student Expulsion Rate. During the 2017-2018 school year the expulsion rate remained unchanged at 0% (one student).
- ----Student Suspension Rate. During the 2017-2018 school year the suspension rate remained unchanged at 4% (unofficial results).
- ----Attitudinal Survey Results. During the 2017-2018 school year, the District did not administer any attitudinal surveys of pupils, parents and teachers on the sense of safety and school connectedness

Even though the District improved in each of the two expected annual measurable outcomes, there is a continuing need to provided a multi-tiered system of supports focused on core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. These supports include, Social and Emotional Learning Competencies; Response to Intervention; Positive Behavioral Interventions and Supports; Positive Student Attendance Interventions and Supports; Character Education Program; a Comprehensive Program of Co-Curricular Activities; and a Comprehensive Program of Extra-Curricular Activities

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority 3 - Parent Involvement (Qualitative)	State Priority 3 - Parent Involvement. During the 2016-2017 school year,	State Priority 3 - Parent Involvement. For the 2017-2018 school year,	State Priority 3 - Parent Involvement.	State Priority 3 - Parent Involvement.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
• ----Efforts to Seek Parent Input in Decision Making_Regulatory and Non-Regulatory Committees-----Promotion of Parent Participation in Programs for Unduplicated Pupils and Special Need Subgroups_Capacity Building Opportunities State Priority 5 - Pupil Engagement • ----Positive student attendance rate • ----Chronic absenteeism rate • ----Middle school dropout rates Note. High school dropout rates (not applicable); High school graduation rates (not applicable).	73% (368 of 488) parents, including parents of "unduplicated students" and "students with exceptional needs", participated in at least one capacity building activity, while 2% (12 of 488) of parents participated in at least one regulatory and/or non-regulatory advisory committee meeting. State Priority 5 - Pupil Engagement. During the 2016-2017 school year, the positive student attendance rate was 95.35%, with a chronically absent rate of 4.25%. Additionally, the middle school dropout rate was 0%. Note. High school dropout rates (not applicable); High school graduation rates (not applicable). State Priority 6 - School Climate. During the 2016-2017 school year, the expulsion rate was 0% (one student), while the suspension rate was	at least 100% of parents, including parents of "unduplicated students" and "students with exceptional needs", will have participated in at least one capacity building activity. This expected annual measurable outcome represents a 27% increase over the previous year's parent participation rate of 73%. Additionally, at least 10% of parents will have participated in at least one regulatory and/or non-regulatory advisory committee meeting. This expected annual measurable outcome represents an 8% increase over the previous year's rate of 2%. State Priority 5 - Pupil Engagement. For the 2017-2018 school year, the positive student attendance rate will be at least 97.5%, with a chronic absenteeism rate of less than 3%. This expected annual measurable outcome	• ----Capacity Building Opportunities. For the 2018-2019 school year, all parents shall be provided with opportunities to increase their capacity to support their student's intellectual, emotional, social, and physical growth. This annual measurable outcome will be measured by the number and quality of capacity building activities conducted by the District. • ----Regulatory and Non-Regulatory Committee Participation. For the 2018-2019 school	• ----Capacity Building Opportunities. For the 2019-2020 school year, all parents shall be provided with opportunities to increase their capacity to support their student's intellectual, emotional, social, and physical growth. This annual measurable outcome will be measured by the number and quality of capacity building activities conducted by the District. • ----Regulatory and Non-Regulatory Committee Participation. For the 2019-2020 school

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority 6 - School Climate • ----Student Expulsion Rate • ----Student Suspension Rate • ----Attitudinal Survey Data	4%. Additionally, the percent of certificated faculty and staff reporting a "High" or "Satisfactory" sense of school connectedness on the Comprehensive School Climate Survey was 72%. However, the District did not administer the survey to parents and students.	represents a 1.94% increase over the previous year's positive student attendance rate of 95.35% and a decrease of 1.25% of the chronic absenteeism rate. Additionally, the middle school dropout rate shall be 0.0%. This expected annual measurable outcome represents a maintenance of the previous year's rate of 0%. Note. High school dropout rates (not applicable); High school graduation rates (not applicable). State Priority 6 - School Climate. For the 2017-2018 school year, the expulsion rate will be less than 0.0%, while the suspension rate will be less than 3%. This expected annual measurable outcome represents a maintenance of the previous year expulsion rate of 0.0% (one student) and a decrease	year, all parents shall be provided with opportunities to participate in the District Parent Advisory Committee, District English Learner Advisory Committee, School Site Council, and English Learner Advisory Committee meetings. This annual measurable outcome will be measured by the number and quality of capacity building activities conducted by the District and the number of parents participating in	year, all parents shall be provided with opportunities to participate in the District Parent Advisory Committee, District English Learner Advisory Committee, School Site Council, and English Learner Advisory Committee meetings. This annual measurable outcome will be measured by the number and quality of capacity building activities conducted by the District and the number of parents participating in

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		of 1% of the suspension rate. Additionally, at least 75% of parents, students (Grades 3-8), faculty, and staff will report a "High" or "Satisfactory" sense of school connectedness on the Comprehensive School Climate Survey. This expected annual measurable outcome represents a 3% increase over the previous year's certificated faculty and staff rate of 72%. During the 2016-2017 school year, the District did not administer the Comprehensive School Climate Survey to parents or students.	such opportunities. State Priority 5 - Pupil Engagement. • ----Positive Student Attendance Rate. For the 2018-2019 school year, the positive student attendance rate shall be at least 97.5%. • ----Chronic Absenteeism Rate. For the 2018-2019 school year, the chronic absenteeism rate shall not exceed 3%. • ----Middle School Dropout Rate. For the 2018-2019 school year, the middle school dropout rate shall be 0%. Note. High school dropout rates (not	such opportunities. State Priority 5 - Pupil Engagement. • ----Positive Student Attendance Rate. For the 2019-2020 school year, the positive student attendance rate shall be at least 97.5%. • ----Chronic Absenteeism Rate. For the 2019-2020 school year, the chronic absenteeism rate shall not exceed 3%. • ----Middle School Dropout Rate. For the 2019-2020 school year, the middle school dropout rate shall be 0%. Note. High school dropout rates (not

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			applicable); High school graduation rates (not applicable). State Priority 6 - School Climate. -----Student Expulsion Rate. For the 2018-2019 school year, the expulsion rate will be less than 0.0%. ----Student Suspension Rate. For the 2018-2019 school year, the suspension rate shall not exceed 3%. ----Attitudinal Survey Data. For the 2018-2019 school year, the results of the High Reliability Schools Survey will demonstrate at least 75% of parents, students, and faculty and staff shall report at least a satisfactory sense of school	applicable); High school graduation rates (not applicable). State Priority 6 - School Climate. -----Student Expulsion Rate. For the 2019-2020 school year, the expulsion rate will be less than 0.0%. ----Student Suspension Rate. For the 2019-2020 school year, the suspension rate shall not exceed 3%. ----Attitudinal Survey Data. For the 2019-2020 school year, the results of the High Reliability Schools Survey will demonstrate at least 75% of parents, students, and faculty and staff shall report at least a satisfactory sense of school

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			connectedness and safety.?	connectedness and safety.?

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
Unchanged Action	Modified Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Capacity Building. The District will plan and implement activities designed to build the capacity of families and community members to support student learning.	Capacity Building. The District will plan and implement activities designed to build the capacity of families and community members to support student learning.	Capacity Building. The District will plan and implement activities designed to build the capacity of families and community members to support student learning.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	33200	5,040	5,040
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	1000-1999: Certificated Personnel Salaries Supplemental Pay (Hourly Stipend) • Family Learning Nights • Home Visits - Parent/Teacher Conferences	1000-1999: Certificated Personnel Salaries Family Learning Nights	1000-1999: Certificated Personnel Salaries Family Learning Nights
Amount	5620	1,160	1,160
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits Supplemental Pay (Hourly Stipend) • Family Learning Nights • Home Visits - Parent/Teacher Conferences	3000-3999: Employee Benefits Family Learning Nights	3000-3999: Employee Benefits Family Learning Nights

Amount	151960	151960	151960
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	2000-2999: Classified Personnel Salaries Supplemental Pay (Translation / Child Care Services) - Family Learning Nights - Parent-Teacher Conference (Fall) - Parent-Teacher Conference (Spring) - Home Visits - Parent/Teacher Conferences - ESL Classes for Parents	2000-2999: Classified Personnel Salaries Translation / Child Care Services - Family Learning Nights - Parent-Teacher Conference	2000-2999: Classified Personnel Salaries Translation / Child Care Services - Family Learning Nights - Parent-Teacher Conference
Amount	28080	31984	36087
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits Supplemental Pay (Translation / Child Care Services) - Family Learning Nights - Parent-Teacher Conference (Fall) - Parent-Teacher Conference (Spring) - Home Visits - Parent/Teacher Conferences - ESL Classes for Parents	3000-3999: Employee Benefits Translation / Child Care Services - Family Learning Nights - Parent-Teacher Conference	3000-3999: Employee Benefits Translation / Child Care Services - Family Learning Nights - Parent-Teacher Conference

Amount	2500	2500	2500
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	4000-4999: Books And Supplies Program Materials • Family Learning Nights • Parent-Teacher Conference (Fall) • Parent-Teacher Conference (Spring) • Home Visits - Parent/Teacher Conferences • ESL Classes for Parents	4000-4999: Books And Supplies Program Materials • Family Learning Nights • Parent-Teacher Conference	4000-4999: Books And Supplies Program Materials • Family Learning Nights • Parent-Teacher Conference
Amount	0	2,046	2,046
Source	Other	Sup/Con	Sup/Con
Budget Reference	0000: Unrestricted N/A	5000-5999: Services And Other Operating Expenditures SchoolWise Alert System	5000-5999: Services And Other Operating Expenditures SchoolWise Alert System
Amount	0	1,364	1,364
Source	Other	Sup/Con	Sup/Con
Budget Reference	0000: Unrestricted N/A	5000-5999: Services And Other Operating Expenditures SchoolWise Gradebook/Parent Portal	5000-5999: Services And Other Operating Expenditures SchoolWise Gradebook/Parent Portal
Amount	0	2,800	2,800
Source	Other	Sup/Con	Sup/Con
Budget Reference	0000: Unrestricted N/A	4000-4999: Books And Supplies First Day Packets	4000-4999: Books And Supplies First Day Packets

Action 2

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners

Foster Youth

Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Leadership Building. The District will provide opportunities for family and community members to develop and demonstrate leadership on both regulatory and non-regulatory committees/councils.

2018-19 Actions/Services

Regulatory and Non-Regulatory Committee Participation. The District will ensure all parents are provided with opportunities to participate in the District Parent Advisory Committee, District English Learner Advisory Committee, School Site Council, and English Learner Advisory Committee meetings. This annual measurable outcome will be measured by the number and quality of capacity building activities conducted by the District and the number of parents participating in such opportunities.

2019-20 Actions/Services

Regulatory and Non-Regulatory Committee Participation. The District will ensure all parents are provided with opportunities to participate in the District Parent Advisory Committee, District English Learner Advisory Committee, School Site Council, and English Learner Advisory Committee meetings. This annual measurable outcome will be measured by the number and quality of capacity building activities conducted by the District and the number of parents participating in such opportunities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3280	3280	3280
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	2000-2999: Classified Personnel Salaries Supplemental Pay (Translation / Child Care Services) • District Advisory Committee • Parent Advisory Committee • District English Learner Advisory Committee • School Site Council • English Learner Advisory Committee • Meeting to the Board of Trustees	2000-2999: Classified Personnel Salaries Supplemental Pay (Translation / Child Care Services) • District Advisory Committee • Parent Advisory Committee • District English Learner Advisory Committee • School Site Council • English Learner Advisory Committee • Meeting to the Board of Trustees	2000-2999: Classified Personnel Salaries Supplemental Pay (Translation / Child Care Services) • District Advisory Committee • Parent Advisory Committee • District English Learner Advisory Committee • School Site Council • English Learner Advisory Committee • Meeting to the Board of Trustees
Amount	606	690	779
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits Supplemental Pay (Translation / Child Care Services) • District Advisory Committee • Parent Advisory Committee • District English Learner Advisory Committee • School Site Council • English Learner Advisory Committee • Meeting to the Board of Trustees	3000-3999: Employee Benefits Supplemental Pay (Translation / Child Care Services) • District Advisory Committee • Parent Advisory Committee • District English Learner Advisory Committee • School Site Council • English Learner Advisory Committee • Meeting to the Board of Trustees	3000-3999: Employee Benefits Supplemental Pay (Translation / Child Care Services) • District Advisory Committee • Parent Advisory Committee • District English Learner Advisory Committee • School Site Council • English Learner Advisory Committee • Meeting to the Board of Trustees

Amount	1000	1000	1000
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	4000-4999: Books And Supplies Program Materials • District Advisory Committee • Parent Advisory Committee • District English Learner Advisory Committee • School Site Council • English Learner Advisory Committee • Meeting of the Board of Trustees	4000-4999: Books And Supplies Program Materials • District Advisory Committee • Parent Advisory Committee • District English Learner Advisory Committee • School Site Council • English Learner Advisory Committee • Meeting of the Board of Trustees	4000-4999: Books And Supplies Program Materials • District Advisory Committee • Parent Advisory Committee • District English Learner Advisory Committee • School Site Council • English Learner Advisory Committee • Meeting of the Board of Trustees

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Focus Area. Family and Community Engagement. The opportunities for families and community members to meaningfully engage with the District and each other in support of their student's intellectual, emotional, social, and physical growth. Program Monitoring. The District will provide opportunities for family and community members to be involved in monitoring the progress of the District's programs.	This action/service has been combined in the Regulatory and Non-Regulatory Committee Participation action/service above.	This action/service has been combined in the Regulatory and Non-Regulatory Committee Participation action/service above.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2500	0	0
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	4000-4999: Books And Supplies Printing and Mailing of Materials Related to the Following: • Comprehensive School Climate Survey • Local Control and Accountability • Local Education Agency Plan • Title III ESSA Transition Plan • Single Plan for Student Achievement • Critical Metrics and Performance Indicators	4000-4999: Books And Supplies Printing and Mailing of Materials Related to the Following: • Comprehensive School Climate Survey • Local Control and Accountability • Local Education Agency Plan • Title III ESSA Transition Plan • Single Plan for Student Achievement • Critical Metrics and Performance Indicators	4000-4999: Books And Supplies Printing and Mailing of Materials Related to the Following: • Comprehensive School Climate Survey • Local Control and Accountability • Local Education Agency Plan • Title III ESSA Transition Plan • Single Plan for Student Achievement • Critical Metrics and Performance Indicators

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Equity and Access. The District will ensure schools have a system in place with multiple strategies to facilitate two-way communication with family and community member on a regular basis and that information is readily available in accessible formats and languages spoken by families in the District.	This action/service has been combined in the Capacity Building action/service above.	This action/service has been combined in the Capacity Building action/service above.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2800	0	0
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	5000-5999: Services And Other Operating Expenditures SchoolWise Parent Alert System	5000-5999: Services And Other Operating Expenditures SchoolWise Parent Alert System	5000-5999: Services And Other Operating Expenditures SchoolWise Parent Alert System
Amount	2800	0	0
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	4000-4999: Books And Supplies First Day Packets	4000-4999: Books And Supplies First Day Packets	4000-4999: Books And Supplies First Day Packets

Action 5

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Character Education. The District will implement and monitor a comprehensive character education program to improve the ethical quality of the schools and by changing and/or reinforcing personal and organizational decision-making and behavior.	Character Education. The District will implement and monitor a comprehensive character education program to improve the ethical quality of the schools and by changing and/or reinforcing personal and organizational decision-making and behavior.	Character Education. The District will implement and monitor a comprehensive character education program to improve the ethical quality of the schools and by changing and/or reinforcing personal and organizational decision-making and behavior.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10000	10000	10000
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	1000-1999: Certificated Personnel Salaries Supplemental Pay • Character Counts Team Member Collaboration	1000-1999: Certificated Personnel Salaries Supplemental Pay • Character Counts Team Member Collaboration	1000-1999: Certificated Personnel Salaries Supplemental Pay • Character Counts Team Member Collaboration

Amount	1693	1878	2063
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits Supplemental Pay • Character Counts Team Member Collaboration	3000-3999: Employee Benefits Supplemental Pay • Character Counts Team Member Collaboration	3000-3999: Employee Benefits Supplemental Pay • Character Counts Team Member Collaboration
Amount	2500	2500	2500
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	4000-4999: Books And Supplies Program Materials and Supplies • Character Counts	4000-4999: Books And Supplies Program Materials and Supplies • Character Counts	4000-4999: Books And Supplies Program Materials and Supplies • Character Counts
Amount	10000	10000	10000
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	1000-1999: Certificated Personnel Salaries Supplemental Pay • PBiS Team Member Collaboration	1000-1999: Certificated Personnel Salaries Supplemental Pay • PBiS Team Member Collaboration	1000-1999: Certificated Personnel Salaries Supplemental Pay • PBiS Team Member Collaboration
Amount	1693	1878	2063
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits Supplemental Pay • PBiS Team Member Collaboration	3000-3999: Employee Benefits Supplemental Pay • PBiS Team Member Collaboration	3000-3999: Employee Benefits Supplemental Pay • PBiS Team Member Collaboration

Amount	2500	6,850	6,850
Source	Sup/Con	Sup/Con	Sup/Con

Budget Reference	4000-4999: Books And Supplies Program Materials and Supplies
	
	    • PBiS
		4000-4999: Books And Supplies Program Materials and Supplies
		
		    • PBiS
			4000-4999: Books And Supplies Program Materials and Supplies
			
			    • PBiS

Amount	0	74,496	74,496
Source	Other	Sup/Con	Sup/Con
Budget Reference	0000: Unrestricted N/A	5000-5999: Services And Other Operating Expenditures PBiS Professional Development	5000-5999: Services And Other Operating Expenditures PBiS Professional Development

Action 6

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Focus Area. School Connectedness. The practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs. Truancy Reduction and Abatement. The District will implement and monitor a comprehensive student attendance program to increase positive student attendance and persistence.	Focus Area. School Connectedness. The practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs. Truancy Reduction and Abatement. The District will implement and monitor a comprehensive student attendance program to increase positive student attendance and persistence.	Focus Area. School Connectedness. The practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs. Truancy Reduction and Abatement. The District will implement and monitor a comprehensive student attendance program to increase positive student attendance and persistence.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	18160	18160	18160
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	1000-1999: Certificated Personnel Salaries Supplemental Pay • Student Attendance Review Team Member Collaboration • Parent Meetings	1000-1999: Certificated Personnel Salaries Supplemental Pay • Student Attendance Review Team Member Collaboration • Parent Meetings	1000-1999: Certificated Personnel Salaries Supplemental Pay • Student Attendance Review Team Member Collaboration • Parent Meetings

Amount	3074	3410	3746
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits Supplemental Pay • Student Attendance Review Team Member Collaboration • Parent Meetings	3000-3999: Employee Benefits Supplemental Pay • Student Attendance Review Team Member Collaboration • Parent Meetings	3000-3999: Employee Benefits Supplemental Pay • Student Attendance Review Team Member Collaboration • Parent Meetings
Amount	1200	1200	1200
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	2000-2999: Classified Personnel Salaries Supplemental Pay • Student Attendance Review Team Member Collaboration • Parent Meetings	2000-2999: Classified Personnel Salaries Supplemental Pay • Student Attendance Review Team Member Collaboration • Parent Meetings	2000-2999: Classified Personnel Salaries Supplemental Pay • Student Attendance Review Team Member Collaboration • Parent Meetings
Amount	216	217	249
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits Supplemental Pay • Student Attendance Review Team Member Collaboration • Parent Meetings	3000-3999: Employee Benefits Supplemental Pay • Student Attendance Review Team Member Collaboration • Parent Meetings	3000-3999: Employee Benefits Supplemental Pay • Student Attendance Review Team Member Collaboration • Parent Meetings

Amount	2500	2500	2500
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	4000-4999: Books And Supplies Program Materials and Supplies • Student Attendance Review Team	4000-4999: Books And Supplies Program Materials and Supplies • Student Attendance Review Team	4000-4999: Books And Supplies Program Materials and Supplies • Student Attendance Review Team
Amount	0	350,000	350,000
Source	Other	Sup/Con	Sup/Con
Budget Reference	0000: Unrestricted N/A	5000-5999: Services And Other Operating Expenditures Student Transportation Cost (minus Transportation Funding)	5000-5999: Services And Other Operating Expenditures Student Transportation Cost (minus Transportation Funding)
Amount	0	10,00	10,000
Source	Other	Sup/Con	Sup/Con
Budget Reference	0000: Unrestricted N/A	1000-1999: Certificated Personnel Salaries Saturday School_Attendance Recovery	1000-1999: Certificated Personnel Salaries Saturday School_Attendance Recovery
Amount	0	1,718	1,718
Source	Other	Sup/Con	Sup/Con
Budget Reference	0000: Unrestricted N/A	3000-3999: Employee Benefits Saturday School_Attendance Recovery	3000-3999: Employee Benefits Saturday School_Attendance Recovery

Action 7

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

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

English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

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

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

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

Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18	2018-19	2019-20
Focus Area. School Connectedness. The practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs. Co-Curricular Activities. The District will implement and monitor a comprehensive program of co-curricular activities, as a means of developing the "whole student," as well as connecting students to the school and its instructional programs.	Focus Area. School Connectedness. The practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs. Co-Curricular Activities. The District will implement and monitor a comprehensive program of co-curricular activities, as a means of developing the "whole student," as well as connecting students to the school and its instructional programs.	Focus Area. School Connectedness. The practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs. Co-Curricular Activities. The District will implement and monitor a comprehensive program of co-curricular activities, as a means of developing the "whole student," as well as connecting students to the school and its instructional programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10000	10000	10000
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	1000-1999: Certificated Personnel Salaries Supplemental Pay - Battle of the Books Coordinator/Coach - Math Field Day Coordinator/Coach - National History Day Coordinator/ Coach - Oral Language Festival Coordinator/ Coach - Science Faire Coordinator - Spelling Bee Coordinator/Coach - Student Council Advisor - Yearbook Advisor - Newspaper Advisor	1000-1999: Certificated Personnel Salaries Supplemental Pay - Battle of the Books Coordinator/Coach - Math Field Day Coordinator/Coach - National History Day Coordinator/ Coach - Oral Language Festival Coordinator/ Coach - Science Faire Coordinator - Spelling Bee Coordinator/Coach - Student Council Advisor - Yearbook Advisor - Newspaper Advisor	1000-1999: Certificated Personnel Salaries Supplemental Pay - Battle of the Books Coordinator/Coach - Math Field Day Coordinator/Coach - National History Day Coordinator/ Coach - Oral Language Festival Coordinator/ Coach - Science Faire Coordinator - Spelling Bee Coordinator/Coach - Student Council Advisor - Yearbook Advisor - Newspaper Advisor

Amount	1692	1877	2062
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits Supplemental Pay • Battle of the Books Coordinator/Coach • Math Field Day Coordinator/Coach • National History Day Coordinator/ Coach • Oral Language Festival Coordinator/ Coach • Science Faire Coordinator • Spelling Bee Coordinator/Coach • Student Council Advisor • Yearbook Advisor • Newspaper Advisor	3000-3999: Employee Benefits Supplemental Pay • Battle of the Books Coordinator/Coach • Math Field Day Coordinator/Coach • National History Day Coordinator/ Coach • Oral Language Festival Coordinator/ Coach • Science Faire Coordinator • Spelling Bee Coordinator/Coach • Student Council Advisor • Yearbook Advisor • Newspaper Advisor	3000-3999: Employee Benefits Supplemental Pay • Battle of the Books Coordinator/Coach • Math Field Day Coordinator/Coach • National History Day Coordinator/ Coach • Oral Language Festival Coordinator/ Coach • Science Faire Coordinator • Spelling Bee Coordinator/Coach • Student Council Advisor • Yearbook Advisor • Newspaper Advisor
Amount	1760	1760	1760
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	2000-2999: Classified Personnel Salaries Supplemental Pay - Van/Bus Drivers • Battle of the Books Competition • Math Field Day Competition • National History Day Competition • Oral Language Festival Competition • Science Faire Competition • Spelling Bee Competition	2000-2999: Classified Personnel Salaries Supplemental Pay - Van/Bus Drivers • Battle of the Books Competition • Math Field Day Competition • National History Day Competition • Oral Language Festival Competition • Science Faire Competition • Spelling Bee Competition	2000-2999: Classified Personnel Salaries Supplemental Pay - Van/Bus Drivers • Battle of the Books Competition • Math Field Day Competition • National History Day Competition • Oral Language Festival Competition • Science Faire Competition • Spelling Bee Competition

Amount	555	634	717
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits Supplemental Pay - Van/Bus Drivers - Battle of the Books Competition - Math Field Day Competition - National History Day Competition - Oral Language Festival Competition - Science Faire Competition - Spelling Bee Competition	3000-3999: Employee Benefits Supplemental Pay - Van/Bus Drivers - Battle of the Books Competition - Math Field Day Competition - National History Day Competition - Oral Language Festival Competition - Science Faire Competition - Spelling Bee Competition	3000-3999: Employee Benefits Supplemental Pay - Van/Bus Drivers - Battle of the Books Competition - Math Field Day Competition - National History Day Competition - Oral Language Festival Competition - Science Faire Competition - Spelling Bee Competition
Amount	1827	1827	1827
Source	Base	Sup/Con	Sup/Con
Budget Reference	5000-5999: Services And Other Operating Expenditures Transportation - Mileage - Battle of the Books Competition - Math Field Day Competition - National History Day Competition - Oral Language Festival Competition - Science Faire Competition - Spelling Bee Competition	4000-4999: Books And Supplies Transportation - Mileage - Battle of the Books Competition - Math Field Day Competition - National History Day Competition - Oral Language Festival Competition - Science Faire Competition - Spelling Bee Competition	4000-4999: Books And Supplies Transportation - Mileage - Battle of the Books Competition - Math Field Day Competition - National History Day Competition - Oral Language Festival Competition - Science Faire Competition - Spelling Bee Competition

Amount	4000	4000	4000
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	5000-5999: Services And Other Operating Expenditures Program Materials and Supplies • Battle of the Books Competition • Math Field Day Competition • National History Day Competition • Oral Language Festival Competition • Science Faire Competition • Spelling Bee Competition	5000-5999: Services And Other Operating Expenditures Program Materials and Supplies • Battle of the Books Competition • Math Field Day Competition • National History Day Competition • Oral Language Festival Competition • Science Faire Competition • Spelling Bee Competition	5000-5999: Services And Other Operating Expenditures Program Materials and Supplies • Battle of the Books Competition • Math Field Day Competition • National History Day Competition • Oral Language Festival Competition • Science Faire Competition • Spelling Bee Competition
Amount	2800	2800	2800
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	2000-2999: Classified Personnel Salaries Supplemental Pay - Van/Bus Drivers • Educational Field Trips	2000-2999: Classified Personnel Salaries Supplemental Pay - Van/Bus Drivers • Educational Field Trips	2000-2999: Classified Personnel Salaries Supplemental Pay - Van/Bus Drivers • Educational Field Trips
Amount	505	577	652
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits Supplemental Pay - Van/Bus Drivers • Educational Field Trips	3000-3999: Employee Benefits Supplemental Pay - Van/Bus Drivers • Educational Field Trips	3000-3999: Employee Benefits Supplemental Pay - Van/Bus Drivers • Educational Field Trips

Amount	3418	3418	3418
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	5000-5999: Services And Other Operating Expenditures Transportation - Mileage • Educational Field Trips	5000-5999: Services And Other Operating Expenditures Transportation - Mileage • Educational Field Trips	5000-5999: Services And Other Operating Expenditures Transportation - Mileage • Educational Field Trips
Amount	3,200	3,200	3,200
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	4000-4999: Books And Supplies Program Materials, Supplies, Fees • Educational Field Trips	4000-4999: Books And Supplies Program Materials, Supplies, Fees • Educational Field Trips	4000-4999: Books And Supplies Program Materials, Supplies, Fees • Educational Field Trips

Action 8

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Focus Area. School Connectedness. The practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs. Extra-Curricular Activities. The District will implement and monitor a comprehensive program of extra-curricular activities, as a means of developing the "whole student," as well as promoting positive peer relations, reducing the frequency of inappropriate behaviors, and connecting students to the school.	Focus Area. School Connectedness. The practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs. Extra-Curricular Activities. The District will implement and monitor a comprehensive program of extra-curricular activities, as a means of developing the "whole student," as well as promoting positive peer relations, reducing the frequency of inappropriate behaviors, and connecting students to the school.	Focus Area. School Connectedness. The practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs. Extra-Curricular Activities. The District will implement and monitor a comprehensive program of extra-curricular activities, as a means of developing the "whole student," as well as promoting positive peer relations, reducing the frequency of inappropriate behaviors, and connecting students to the school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2870	28700	28700
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	1000-1999: Certificated Personnel Salaries Supplemental Pay • Athletic Director • Flag Football Coach • Volleyball Coach • Basketball Coach • Soccer Coach • Choir Director • Drumline Director • Band Director • Cologuard Director	1000-1999: Certificated Personnel Salaries Supplemental Pay • Athletic Director • Flag Football Coach • Volleyball Coach • Basketball Coach • Soccer Coach • Choir Director • Drumline Director • Band Director • Cologuard Director	1000-1999: Certificated Personnel Salaries Supplemental Pay • Athletic Director • Flag Football Coach • Volleyball Coach • Basketball Coach • Soccer Coach • Choir Director • Drumline Director • Band Director • Cologuard Director
Amount	4858	5633	6188
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	3000-3999: Employee Benefits Supplemental Pay • Athletic Director • Flag Football Coach • Volleyball Coach • Basketball Coach • Soccer Coach • Choir Director • Drumline Director • Band Director • Cologuard Director	3000-3999: Employee Benefits Supplemental Pay • Athletic Director • Flag Football Coach • Volleyball Coach • Basketball Coach • Soccer Coach • Choir Director • Drumline Director • Band Director • Cologuard Director	3000-3999: Employee Benefits Supplemental Pay • Athletic Director • Flag Football Coach • Volleyball Coach • Basketball Coach • Soccer Coach • Choir Director • Drumline Director • Band Director • Cologuard Director

Amount	15750	15750	15750
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	2000-2999: Classified Personnel Salaries Supplemental Pay - Van/Bus Drivers Extra-Curricular Activities	2000-2999: Classified Personnel Salaries Supplemental Pay - Van/Bus Drivers Extra-Curricular Activities	2000-2999: Classified Personnel Salaries Supplemental Pay - Van/Bus Drivers Extra-Curricular Activities
Amount	2839	3244	3669
Source	Sup/Con	Sup/Con	Base
Budget Reference	3000-3999: Employee Benefits Supplemental Pay - Van/Bus Drivers Extra-Curricular Activities	3000-3999: Employee Benefits Supplemental Pay - Van/Bus Drivers Extra-Curricular Activities	3000-3999: Employee Benefits Supplemental Pay - Van/Bus Drivers Extra-Curricular Activities
Amount	4600	4600	4600
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	5000-5999: Services And Other Operating Expenditures Transportation - Mileage Extra-Curricular Activities	5000-5999: Services And Other Operating Expenditures Transportation - Mileage Extra-Curricular Activities	5000-5999: Services And Other Operating Expenditures Transportation - Mileage Extra-Curricular Activities
Amount	10000	5000	5000
Source	Sup/Con	Sup/Con	Sup/Con
Budget Reference	4000-4999: Books And Supplies Program Materials and Supplies Extra-Curricular Activities	4000-4999: Books And Supplies Program Materials and Supplies Extra-Curricular Activities	4000-4999: Books And Supplies Program Materials and Supplies Extra-Curricular Activities

Action 9

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
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)

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Focus Area. School Connectedness. The practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs. After School Education and Safety (ASES). The District will provide literacy, academic enrichment and safe constructive alternatives for students through the After School Education and Safety (ASES) Program.	Focus Area. School Connectedness. The practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs. After School Education and Safety (ASES). The District will provide literacy, academic enrichment and safe constructive alternatives for students through the After School Education and Safety (ASES) Program.	Focus Area. School Connectedness. The practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs. After School Education and Safety (ASES). The District will provide literacy, academic enrichment and safe constructive alternatives for students through the After School Education and Safety (ASES) Program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	262,500	31730.93	31730.93
Source	ASES (6010)	ASES (6010)	ASES (6010)
Budget Reference	5000-5999: Services And Other Operating Expenditures Sub-agreement for Services with the Boys and Girls Club of Kern County	5000-5999: Services And Other Operating Expenditures Sub-agreement for Services with the Boys and Girls Club of Kern County	5000-5999: Services And Other Operating Expenditures Sub-agreement for Services with the Boys and Girls Club of Kern County

Action 10

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

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

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Focus Area. School Connectedness. The practices which foster student	Focus Area. School Connectedness. The practices which foster student	Focus Area. School Connectedness. The practices which foster student

engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs.

Festivals, Carnivals, and Fairs. The District will schedule and conduct festivals, carnivals, and/or fairs designed to connect faculty, staff, students, parents, and members of the community to the District, and thereby enriching people's lives, increasing social interaction, nurturing one-on-one relationships, building life-long bonds, and fostering greater connectedness to the District, schools, and the educational programs.

engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs.

Festivals, Carnivals, and Fairs. The District will schedule and conduct festivals, carnivals, and/or fairs designed to connect faculty, staff, students, parents, and members of the community to the District, and thereby enriching people's lives, increasing social interaction, nurturing one-on-one relationships, building life-long bonds, and fostering greater connectedness to the District, schools, and the educational programs.

engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs.

Festivals, Carnivals, and Fairs. The District will schedule and conduct festivals, carnivals, and/or fairs designed to connect faculty, staff, students, parents, and members of the community to the District, and thereby enriching people's lives, increasing social interaction, nurturing one-on-one relationships, building life-long bonds, and fostering greater connectedness to the District, schools, and the educational programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10000	10000	10000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Program Materials and Supplies	4000-4999: Books And Supplies Program Materials and Supplies	4000-4999: Books And Supplies Program Materials and Supplies

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$2,283,024	42.42%

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

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

The Local Control and Accountability Plan is organized into three goals, corresponding to the three categories, under which the state priorities are organized. Each goal, and associated actions or services, are aligned to the several focus areas associated with the District's strategic priorities, as outlined in the District's Strategic Plan. The Local Control and Accountability Plan identifies several areas in which the quality of programs and/or services are improved by focusing efforts to improve the instructional core, which is the relationship between the teacher and student in the presence of the content, and which can be applied to all levels of practice to improve instruction and increase learning for all students; efforts focused on core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success; efforts designed to ensure all schools are safe and secure communities; efforts designed to improve the quality and character of school life that fosters positive student engagement, as well as supporting socio-emotional development; efforts to provide families and the community opportunities to meaningfully engage with the District and each other in support of their student's intellectual, emotional, social, and physical growth; and efforts to improve the facilities and other capital assets necessary to transform the schools into modern learning environments.

As a small school district, with an unduplicated student count over 99%, the District has determined the most effective use of its Local Control Funding Formula base, supplemental, and concentration grant funds is to coordinate those funds with federal program funds, and other state funds to improve, enhance, and/or extended the overall quality of its educational programs and services and to ensure non-duplication of those programs and/or services or the creation of extraneous programs and/or services unconnected to the strategic priorities. These coordinating efforts between the various funding sources are aligned with the requirements of California Code of Regulation, Title 5, Section 15496, which requires Districts to identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students. The Code does not require only the increase of expenditures related to the supplemental and/or concentration grants, but rather a demonstration of increased (quantity)

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).

and/or improved (quality) of services for unduplicated students as a percent of services provided to all students. With an unduplicated student count of 99.98%, all District-wide programs and/or services "are principally directed towards, and are effective, in meeting the . . . goals for . . . unduplicated pupils in the state or local priority areas."

Additionally, the District, in considering the declining enrollment and associated declining average daily attendance, high student mobility rate, existing programs and/or services, the increased programs and/or services over the past three years, salaries and benefits as a percent of the Local Control Funding Formula base grant, historical expenditures by function classification, availability of federal program funds and other state funds to provide like programs and/over services, structural and/or operational limitations, and the results of the comprehensive educational program evaluation, has determined that the Local Control Funding Formula supplemental and/or concentration grant funds may be required to support the improvement, enhancement, and/or extension of the existing base programs and services ("Instruction", "Instruction Related Services", and "Pupil Services").

As such, all goals and related actions/services will be principally directed toward increasing and/or improving services for all students, including low-income students, foster youth, homeless youth, English learners, and students with disabilities in the "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement" section of each goal.

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
$1,773,758	34%

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

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

The Local Control and Accountability Plan is organized into three goals, corresponding to the three categories, under which the state priorities are organized. Each goal, and associated actions or services, are aligned to the several focus areas associated with the District's strategic priorities, as outlined in the District's Strategic Plan. The Local Control and Accountability Plan identifies several areas in which the quality of programs and/or services are improved by focusing efforts to improve the instructional core, which is the relationship between the teacher and student in the presence of the content, and which can be applied to all levels of practice to improve instruction and increase learning for all students; efforts focused on core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success; efforts designed to ensure all schools are safe and secure communities; efforts designed to improve the quality and character of school life that fosters positive student engagement, as well as supporting socio-emotional development; efforts to provide families and the community opportunities to meaningfully engage with the District and each other in support of their student's intellectual, emotional, social, and physical growth; and efforts to improve the facilities and other capital assets necessary to transform the schools into modern learning environments.

As a small school district, with an unduplicated student count over 99%, the District has determined the most effective use of its Local Control Funding Formula base, supplemental, and concentration grant funds is to coordinate those funds with federal program funds, and other state funds to improve, enhance, and/or extended the overall quality of its educational programs and services and to ensure non-duplication of those programs and/or services or the creation of extraneous programs and/or services unconnected to the strategic priorities. These coordinating efforts between the various funding sources are aligned with the requirements of California Code of Regulation, Title 5, Section 15496, which requires Districts to identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students. The Code does not require only the increase of expenditures related to the supplemental and/or concentration grants, but rather a demonstration of increased (quantity) and/or improved (quality) of services for unduplicated students as a percent of services provided to all students. With an unduplicated student count of 99.98%, all District-wide programs and/or services "are principally directed towards, and are effective, in meeting the . . . goals for . . . unduplicated pupils in the state or local priority areas."

Additionally, the District, in considering the declining enrollment and associated declining average daily attendance, high student mobility rate, existing programs and/or services, the increased programs and/or services over the past three years, salaries and benefits as a percent of the Local Control Funding Formula base grant, historical expenditures by function classification, availability of federal program funds and other state funds to provide like programs and/over services, structural and/or operational limitations, and the results of the comprehensive educational program evaluation, has determined that the Local Control Funding Formula

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/or concentration grant funds may be required to support the improvement, enhancement, and/or extension of the existing base programs and services ("Instruction", "Instruction Related Services", and "Pupil Services").

As such, all goals and related actions/services will be directed toward increasing and/or improving services for all students, including low-income students, foster youth, homeless youth, English learners, and students with disabilities in the "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement" section of each goal.

The District's Local Control and Accountability Plan (Year 2017-2018) identifies several areas in which the quality of programs and/or services are improved by focusing on improving the quality of the instructional core (the relationship between the teacher and the student in the presence of the content) necessary to laying the foundation for an instructional shift from a "teacher-centered classroom" to a "student centered classroom;" improve the implementation, quality, and availability of programs and services embedded in a multi-tiered system of supports (academic, social, emotional, physical, and behavioral); improving opportunities for families and community members to meaningfully engage with the District and each other in support of their student's intellectual, emotional, social, and physical growth; improving the practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs; and improving the facilities and other capital assets necessary to transform the schools into modern learning environments. To this end, the District will coordinate Local Control Funding Formula base, supplemental, and concentration grant funds with federal program funds (Title I, Title II, Title III, and Title VI), other state resources (e.g., Education Protection Account, Lottery, etc.), and state and federal special education funds to strengthen the programs and services and to ensure those funds do not duplicate programs and/or services, but rather enhance and/or extend those programs and/or services.

In support of the Local Control and Accountability Plan (2017-2018) goals all actions/services are organized into focus areas, which are intended to improve the quality of programs and/or services. The following focus areas and associated actions/services, which effectively align to the three state categories and associated state priorities, provides the framework for a better and more appropriate identification of planned/actual expenditures, and the collection, analysis, and reporting of critical metrics and performance indicators.

Focus Area. Recruitment, Selection, Assignment, and Retention of High Quality Teachers, Administrators, and Paraprofessionals. The comprehensive efforts to recruit, select, assign, and retain high quality teachers, administrators, and paraprofessionals so that every classroom will have fully credentialed and appropriately authorized teachers, supported by fully credentialed administrators and

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).

appropriately authorized paraprofessionals.
* Recruitment and Retention. The District will, to the extent possible, maintain sufficiently competitive salaries, wages, and benefits, as well as a positive school climate, to attract and retain fully credentialed, appropriately authorized, and highly effective teachers, administrators, and paraprofessionals.
* Equitable and Balanced Distribution. The District will, to the extent possible, maintain equitable distribution across all schools of fully credentialed teachers with appropriate authorizations, as well as a balance of teachers regarding years of service and experiences.
* Selection and Assignment. The District will, to the extent possible, select and assign teachers, administrators, and paraprofessionals, based on student learning needs and program requirements, with the most effective teachers, administrators, and paraprofessionals being assigned to those students with the highest academic and/or behavioral needs.
* Preparation and Examination. The District will, to the extent possible, provide reasonable reimbursement / release time for eligible teachers to prepare for, take, and pass all required examinations to be fully credentialed and with the proper authorizations to teach the students for which they are assigned.

Focus Area. High-Quality Instructional Leadership. The promotion of quality, continuity, and effectiveness of teachers, administrators, and paraprofessionals to serve as high-quality instructional leaders at all levels.
* Professional Development. The District will provide ongoing, job-embedded professional development and collaboration opportunities for teachers, administrators, and paraprofessionals designed to develop and support high-quality instructional leadership at all levels.
* Induction, Mentoring, and Support. The District will ensure all new teachers are enrolled in an approved teacher induction program and that teachers receive continued support in such activities as planning and preparation, teacher collaboration, student goal-setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instruction.
* Academic Content and Performance Standards. The District will provide all teachers and administrators with ongoing professional development and support structured around the specific learning targets and performance expectations associated with the academic content and performance standards.
* Adopted Core and Ancillary Instructional Materials. The District will provide all teachers and administrators with ongoing professional development and support structured around the content, structure, lesson planning, pacing, and instructional delivery of the adopted core instructional materials and other instructional support materials and/or programs.
* Instructional Strategies. The District will provide all teachers and administrators with ongoing professional development and support focused on the district-identified, research-based instructional strategies designed to improve student learning and which are aligned with the state academic content and performance standards and adopted instructional materials and which can be applied to all levels of practice to increase learning for all students by moving these strategies and techniques from a single classroom to the school and

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).

from a single school to the district.
* Observation of Instructional Practices ("Instructional Rounds" and "Look and Learns"). The District will ensure all teachers regularly conduct observations of instructional practices of each other in support of the collegial exchange of ideas whereby the observing teacher can improve their own self-awareness of their skills and areas for growth, while the observed teacher receives regular feedback with which to reflect on their skills and areas for growth.
* Teacher and Administrator Collaboration. The District will regularly conduct teacher and administrator collaboration sessions designed to collect, analyze, and report critical metrics and performance data; engage in the analysis of student performance; plan instruction; and conduct/review action research to adjust and strengthen classroom and school wide instructional practices and address the needs of all students and determine effectiveness of instructional practices and implementation of adopted programs.

Focus Area. Standards-Aligned Instruction. The alignment between curriculum, instruction, and assessment and the academic content and performance standards.
* Instructional Materials. The District will ensure all students have access to, and all teachers utilize, the current State Board of Education (SBE) and District adopted standards-aligned core instructional and ancillary materials pursuant to Education Code section 60119 through the systematic adoption and replacement/replenishment of standards-aligned core and ancillary instructional materials.
* Instructional Coherence. The District will ensure system-wide instructional coherence in the District's adopted curriculum, which is aligned to the academic content and performance standards, and which includes scope, sequence, and pacing for teaching and assessing the standards and skills by grade level and/or content area.
* Core Academic Instructional Time. The District will ensure the allocation of adequate instructional time, as recommended in the California subject matter frameworks for core instructional programs and strategic and/or intensive interventions.
* Instructional Technology and Digital Resources. The District will ensure adequate and equitable access to instructional technology and digital resources for all students.
* Instructional Strategies. The District will research, adopt, implement, and monitor highly effective instructional strategies structured around specific learning targets and aligned with the state academic standards and adopted instructional materials, and which can be applied to all levels of practice to increase learning for all students by moving these strategies and techniques from a single classroom to the school and from a single school to the district.
* Professional Development. The District will provide ongoing, job-embedded professional development and collaboration opportunities for teachers, administrators, and paraprofessionals designed to develop and support high-quality instructional leadership at all levels. Support the implementation of the state standards.
* Induction, Mentoring, and Support. The District will ensure all new teachers are enrolled in an approved teacher induction program and that teachers receive continued support in such activities as planning and preparation, teacher collaboration, student goal-setting,

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).

progress monitoring, data analysis, intervention placement and monitoring, and strategies for instruction.
* Academic Content and Performance Standards. The District will provide all teachers and administrators with ongoing professional development and support structured around the specific learning targets and performance expectations associated with the academic content and performance standards.
* Adopted Core and Ancillary Instructional Materials. The District will provide all teachers and administrators with ongoing professional development and support structured around the content, structure, lesson planning, pacing, and instructional delivery of the adopted core instructional materials and other instructional support materials and/or programs.
* Instructional Strategies. The District will provide all teachers and administrators with ongoing professional development and support focused on the district-identified, research-based instructional strategies designed to improve student learning and which are aligned with the state academic content and performance standards and adopted instructional materials.
* Observation of Instructional Practices. The District will regularly conduct observations of instructional practices to monitor the implementation of the adopted curriculum, adherence to instructional minutes, and delivery of effective instructional strategies.
* Teacher and Administrator Collaboration. The District will regularly conduct teacher and administrator collaboration sessions designed to collect, analyze, and report critical metrics and performance data; engage in the analysis of student performance; plan instruction; and conduct/review action research to adjust and strengthen classroom and school wide instructional practices and address the needs of all students and determine effectiveness of instructional practices and implementation of adopted programs.

Focus Area. Multi-Tiered System of Support. The comprehensive system of recognition and intervention for students in need of academic, social, emotional, physical, and behavioral support.
* Academic Skills Building. The District will research, adopt, implement and monitor the use of effective academic skill building and support programs and activities designed to assist students in developing the skills necessary to access the District's core educational programs and to meet grade level expectations.
* At-Risk Counseling and Support. The District will provide academic and socio-emotional counseling and support to all students identified as at-risk for academic, social, emotional, physical, and behavioral concerns that may inhibit their ability to meet grade level expectations.
* During the School Day Academic Intervention. The District will provide strategic and/or intensive academic intervention during the regular school day for all students who are not meeting, or at risk of not meeting, grade level performance expectations.
* Extended School Day Academic Intervention. The District will provide strategic and/or intensive academic intervention before, during, and/or after the regular school day for all students who are not meeting, or at risk of not meeting, grade level performance expectations.
* Extended School Year Academic Intervention. The District will provide strategic and/or intensive academic intervention beyond the

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

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

regular school year for all students who are not meeting, or at risk of not meeting, grade level performance expectations.
* Class-Size Reduction. The District will strategically reduce class sizes to address the needs of students most at- risk of not meeting grade level performance expectations.
* Paraprofessional Support. The District will strategically utilize paraprofessionals to assist the classroom teacher in reinforcing instruction, providing primary language support to English Learners, and implementing the Individual Education Plan (IEP) for students who are receiving special education services, to effectively enable all students to access and master the core academic content and performance standards.
* Program and Services for Low Income Students, Foster Youth, and Homeless Youth. The District will coordinate LCFF Base/Supplemental/Concentration grant funds with Title I and Title VI funds to provide programs and services necessary to support low income students, foster youth, and homeless youth to effectively enable them to access and master the core academic content and performance standards.
* Programs and Services for Students with Disabilities. The District will coordinate LCFF Base/Supplemental/Concentration grant funds with federal and state special education funds to provide students with disabilities to ensure all students identified as in need of special education services receive appropriate individualized instructional delivery support and services, consistent with their Individualized Education Programs (IEPs) goals and objectives, to effectively enable them to access and master the core academic content and performance standards.
* Programs and Services for English Learners. The District will coordinate LCFF Base/Supplemental/Concentration grant funds with Title III (Immigrant Education and Limited English Proficient) funds to ensure all students identified as English learners receive targeted integrated and/or designated English Language Development (ELD) instructional support appropriate to their English language proficiency level to effectively enable them to access and master the core academic content and performance standards.
* Programs and Services for Migrant Youth. The District will provide academic instruction, remedial and compensatory instruction, bilingual and multicultural instruction; vocational instruction, career education services; special guidance; counseling and testing services; health services; and preschool services to all eligible Migrant students and their families to effectively enable them to access and master the core academic content and performance standards.
* Individual Student Learning Plans (ISLP). The District will develop and regularly monitor Individual Student Learning Plans (ISLP) for each student, which is a personalized document that students develop with their teachers and administrators and other supportive adults to chart their progress toward their goals during each school year, to ensure they are on an appropriate pathway for matriculation and graduation.

Focus Area. School Connectedness. The practices which foster student engagement and promotes a positive quality and character of school life necessary to connect students, families, and members of the community to the school and its instructional programs.

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

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

* Character Education. The District will implement and monitor a comprehensive character education program to improve the ethical quality of the schools and by changing and/or reinforcing personal and organizational decision-making and behavior.
* Truancy Reduction and Abatement. The District will implement and monitor a comprehensive student attendance program to increase positive student attendance and persistence.
* Co-Curricular Activities. The District will implement and monitor a comprehensive program of co-curricular activities, as a means of developing the "whole student," as well as connecting students to the school and its instructional programs.
* Extra-Curricular Activities. The District will implement and monitor a comprehensive program of extra-curricular activities, as a means of developing the "whole student," as well as promoting positive peer relations, reducing the frequency of inappropriate behaviors, and connecting students to the school.
* After School Education and Safety (ASES). The District will provide literacy, academic enrichment and safe constructive alternatives for students through the After-School Education and Safety (ASES) Program.
* Festivals, Carnivals, and Fairs. The District will schedule and conduct festivals, carnivals, and/or fairs designed to connect faculty, staff, students, parents, and members of the community to the District, and thereby enriching people's lives, increasing social interaction, nurturing one-on-one relationships, building life-long bonds, and fostering greater connectedness to the District, schools, and the educational programs.

Focus Area. Family and Community Engagement. The opportunities for families and community members to meaningfully engage with the District and each other in support of their student's intellectual, emotional, social, and physical growth.
* Capacity Building. The District will plan and implement activities designed to build the capacity of families and community members to support student learning.
* Leadership Building. The District will provide opportunities for family and community members to develop and demonstrate leadership on both regulatory and non-regulatory committees/councils.
* Program Monitoring. The District will provide opportunities for family and community members to be involved in monitoring the progress of the District's programs.
* Equity and Access. The District will ensure schools have a system in place with multiple strategies to facilitate two-way communication with family and community member on a regular basis and that information is readily available in accessible formats and languages spoken by families in the District.

Focus Area.   Program Monitoring. The regular and systematic collection, analysis, and reporting of critical metrics and performance indicators necessary to determine the effectiveness of the District's programs and services.
* Critical Metrics and Performance Indicators. The District will regularly and systematically collect, analyze, and report critical metrics

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).

and performance indicators associated with the Local Control Accountability Plan and Local Education Agency Plan.
* Comprehensive Educational Program Evaluation. The District will publish a semi-annual evaluation of the effectiveness of the planned and/or implemented strategies, actions, and/or services, as well as progress toward meeting the goals and identified measurable outcomes associated with the Local Control Accountability Plan and Local Education Agency Plan.
* Advisory Committees / Councils. The District will schedule and conduct regular meetings of both regulatory and non-regulatory advisory committees/councils to review the critical metrics and performance indicators necessary to determine the effectiveness of the District's educational programs and services and provide necessary recommendations, if any.

Focus Area: Facilities Maintenance and Repair. The comprehensive efforts to ensure all facilities are maintained and in good repair, while planning for long-range modernization.
* Routine Maintenance. The District will ensure routine (preventative and cyclical) maintenance is performed to ensure all facilities are maintained and in good repair.
* Deferred Maintenance. The District will schedule maintenance activities such as repairs on both real property (i.e. infrastructure) and personal property (i.e. machinery) to save costs, meet budget funding levels, or realign available budget monies.
* Capital Outlay. The District will schedule capital outlay expenditures to acquire, maintain, repair, or upgrade facilities and other capital assets necessary to transform the schools into modern learning environments.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.
When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.
In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.
An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.
The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

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

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

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

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

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

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

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

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

  - 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	6,599,895.00	4,473,186.00	6,571,095.00	7,406,362.00	6,919,197.93	20,896,654.93
	0.00	2,440.00	0.00	0.00	0.00	0.00
ASES (6010)	262,500.00	286,650.00	262,500.00	31,730.93	31,730.93	325,961.86
Base	1,418,121.00	749,065.00	1,730,629.00	1,509,440.00	1,514,558.00	4,754,627.00
Other	1,371,583.00	920,789.00	1,371,583.00	10,000.00	10,000.00	1,391,583.00
Special Education (6500)	0.00	0.00	0.00	467,815.00	467,815.00	935,630.00
Sup/Con	3,096,241.00	2,052,323.00	2,754,933.00	4,840,642.00	4,381,974.00	11,977,549.00
Title I (3010)	346,555.00	364,545.00	346,555.00	451,897.00	414,218.00	1,212,670.00
Title II (4035)	55,628.00	46,659.00	55,628.00	44,122.07	7,187.00	106,937.07
Title II (4045)	0.00	0.00	0.00	0.00	41,000.00	41,000.00
Title III (4201)	808.00	808.00	808.00	808.00	808.00	2,424.00
Title III (4203)	48,459.00	49,907.00	48,459.00	49,907.00	49,907.00	148,273.00

* 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	6,599,895.00	4,473,186.00	6,571,095.00	7,406,362.00	6,919,197.93	20,896,654.93
	0.00	0.00	0.00	0.00	10,000.00	10,000.00
0000: Unrestricted	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	1,496,604.00	742,379.00	1,496,604.00	2,597,252.00	2,191,470.00	6,285,326.00
2000-2999: Classified Personnel Salaries	637,895.00	398,628.00	637,895.00	614,117.00	614,117.00	1,866,129.00
3000-3999: Employee Benefits	537,690.00	330,251.00	537,690.00	1,430,745.00	1,366,214.00	3,334,649.00
4000-4999: Books And Supplies	278,794.00	167,523.00	249,139.00	329,286.00	326,786.00	905,211.00
5000-5999: Services And Other Operating Expenditures	3,013,912.00	1,420,657.00	3,014,767.00	1,982,818.00	1,958,466.93	6,956,051.93
7000-7999: Other Outgo	635,000.00	1,413,748.00	635,000.00	452,144.00	452,144.00	1,539,288.00

* 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	6,599,895.00	4,473,186.00	6,571,095.00	7,406,362.00	6,919,197.93	20,896,654.93
	Sup/Con	0.00	0.00	0.00	0.00	10,000.00	10,000.00
0000: Unrestricted	Base	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Other	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Sup/Con	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Sup/Con	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	198,272.00	0.00	32,400.00	0.00	0.00	32,400.00
1000-1999: Certificated Personnel Salaries	Special Education (6500)	0.00	0.00	0.00	198,548.00	198,548.00	397,096.00
1000-1999: Certificated Personnel Salaries	Sup/Con	1,176,710.00	628,842.00	1,342,582.00	2,247,697.00	1,955,378.00	5,545,657.00
1000-1999: Certificated Personnel Salaries	Title I (3010)	118,622.00	111,963.00	118,622.00	148,382.00	34,919.00	301,923.00
1000-1999: Certificated Personnel Salaries	Title II (4035)	3,000.00	1,574.00	3,000.00	2,625.00	2,625.00	8,250.00
2000-2999: Classified Personnel Salaries	Base	6,240.00	0.00	53,655.00	53,655.00	53,655.00	160,965.00
2000-2999: Classified Personnel Salaries	Special Education (6500)	0.00	0.00	0.00	35,721.00	35,721.00	71,442.00
2000-2999: Classified Personnel Salaries	Sup/Con	610,334.00	304,739.00	562,919.00	503,420.00	503,420.00	1,569,759.00
2000-2999: Classified Personnel Salaries	Title I (3010)	21,321.00	93,889.00	21,321.00	21,321.00	21,321.00	63,963.00
3000-3999: Employee Benefits		0.00	2,440.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Base	93,971.00	0.00	31,100.00	26,994.00	32,112.00	90,206.00
3000-3999: Employee Benefits	Special Education (6500)	0.00	0.00	0.00	7,358.00	7,358.00	14,716.00
3000-3999: Employee Benefits	Sup/Con	369,830.00	301,985.00	432,701.00	1,321,341.00	1,251,692.00	3,005,734.00
3000-3999: Employee Benefits	Title I (3010)	73,381.00	25,464.00	73,381.00	74,559.00	74,559.00	222,499.00

Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
		Total Expenditures by Object Type and Funding Source					
3000-3999: Employee Benefits	Title II (4035)	508.00	362.00	508.00	493.00	493.00	1,494.00
4000-4999: Books And Supplies	Base	18,800.00	0.00	113,609.00	113,609.00	113,609.00	340,827.00
4000-4999: Books And Supplies	Other	0.00	0.00	0.00	10,000.00	10,000.00	20,000.00
4000-4999: Books And Supplies	Sup/Con	259,139.00	167,127.00	135,530.00	57,677.00	55,177.00	248,384.00
4000-4999: Books And Supplies	Title I (3010)	0.00	0.00	0.00	148,000.00	148,000.00	296,000.00
4000-4999: Books And Supplies	Title II (4035)	855.00	396.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	ASES (6010)	262,500.00	286,650.00	262,500.00	31,730.93	31,730.93	325,961.86
5000-5999: Services And Other Operating Expenditures	Base	865,838.00	749,065.00	864,865.00	863,038.00	863,038.00	2,590,941.00
5000-5999: Services And Other Operating Expenditures	Other	1,371,583.00	0.00	1,371,583.00	0.00	0.00	1,371,583.00
5000-5999: Services And Other Operating Expenditures	Special Education (6500)	0.00	0.00	0.00	226,188.00	226,188.00	452,376.00
5000-5999: Services And Other Operating Expenditures	Sup/Con	280,228.00	156,671.00	281,201.00	710,507.00	606,307.00	1,598,015.00
5000-5999: Services And Other Operating Expenditures	Title I (3010)	133,231.00	133,229.00	133,231.00	59,635.00	135,419.00	328,285.00
5000-5999: Services And Other Operating Expenditures	Title II (4035)	51,265.00	44,327.00	52,120.00	41,004.07	4,069.00	97,193.07
5000-5999: Services And Other Operating Expenditures	Title II (4045)	0.00	0.00	0.00	0.00	41,000.00	41,000.00
5000-5999: Services And Other Operating Expenditures	Title III (4201)	808.00	808.00	808.00	808.00	808.00	2,424.00
5000-5999: Services And Other Operating Expenditures	Title III (4203)	48,459.00	49,907.00	48,459.00	49,907.00	49,907.00	148,273.00
7000-7999: Other Outgo	Base	235,000.00	0.00	635,000.00	452,144.00	452,144.00	1,539,288.00
7000-7999: Other Outgo	Other	0.00	920,789.00	0.00	0.00	0.00	0.00
7000-7999: Other Outgo	Sup/Con	400,000.00	492,959.00	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	4,348,430.00	2,901,406.00	4,348,430.00	5,472,186.07	4,969,769.00	14,790,385.07
Goal 2	1,591,609.00	1,212,959.00	1,591,609.00	1,109,794.00	1,109,794.00	3,811,197.00
Goal 3	659,856.00	358,821.00	631,056.00	824,381.93	839,634.93	2,295,072.86
Goal 4			0.00	0.00	0.00	0.00
Goal 5			0.00	0.00	0.00	0.00

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