LCFF Budget Overview for Parents

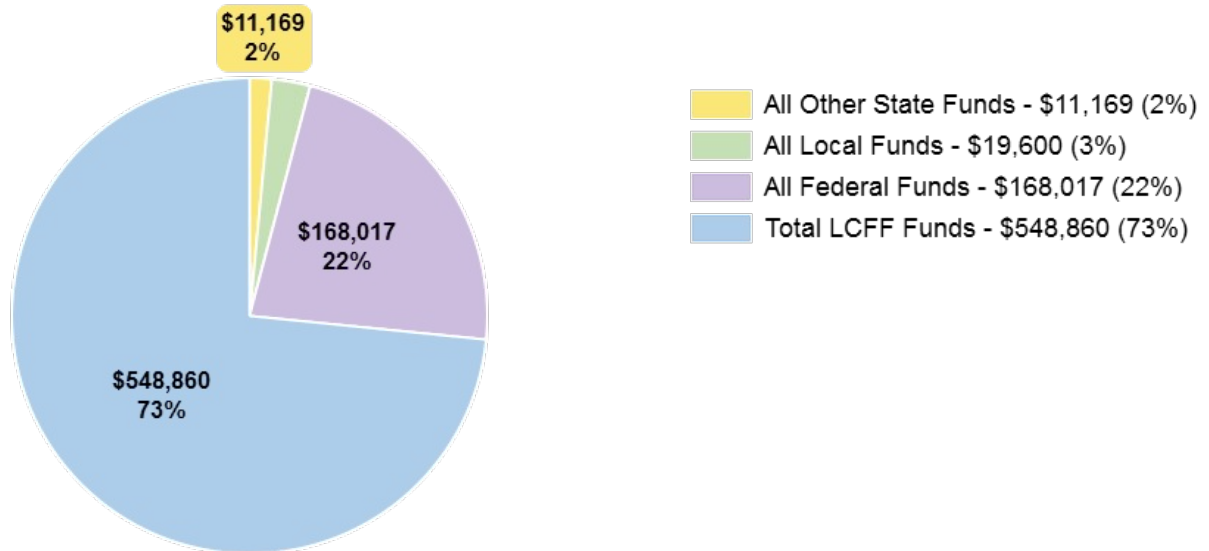Local Educational Agency (LEA) Name: Belridge Elementary
CDS Code: 15633470000000
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA Contact Information: Tammy Reynolds | tareyno@zeus.kern.org | 661 762 7381

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

All Other State Funds - $11,169 (2%)
All Local Funds - $19,600 (3%)
All Federal Funds - $168,017 (22%)
Total LCFF Funds - $548,860 (73%)

Source	Funds	Percentage
All Other State Funds	$11,169	2%
All Local Funds	$19,600	3%
All Federal Funds	$168,017	22%
Total LCFF Funds	$548,860	73%

Breakdown of Total LCFF Funds

LCFF Supplemental & Concentration Grants - $94,839 (13%)
All Other LCFF Funds - $454,021 (60%)
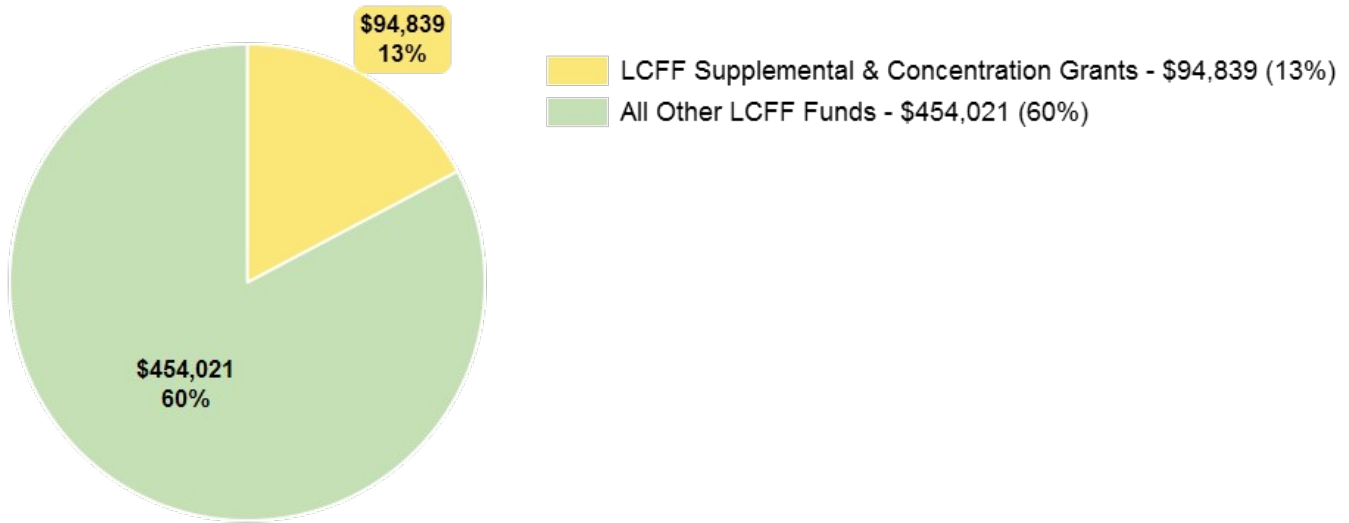
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	$94,839	13%
All Other LCFF Funds	$454,021	60%

These charts show the total general purpose revenue Belridge Elementary expects to receive in the coming year from all sources.

The total revenue projected for Belridge Elementary is $747,646, of which $548,860 is Local Control Funding Formula (LCFF), $11,169 is other state funds, $19,600 is local funds, and $168,017 is federal funds. Of the $548,860 in LCFF Funds, $94,839 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures
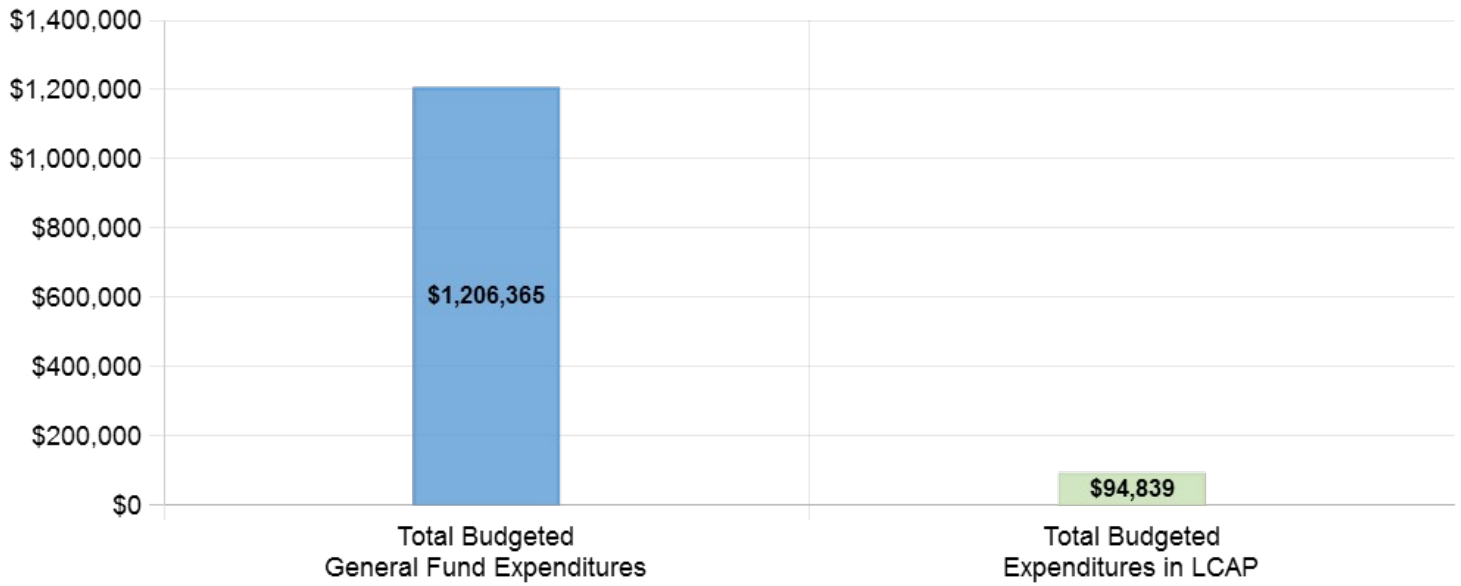
Source	Funds
Total Budgeted General Fund Expenditures	$1,206,365
Total Budgeted Expenditures in LCAP	$94,839

This chart provides a quick summary of how much Belridge Elementary plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Belridge Elementary plans to spend $1,206,365 for the 2019-20 school year. Of that amount, $94,839 is tied to actions/services in the LCAP and $1,111,526 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund expenditures specified above are used to support everyone. This includes salaries and benefits for certificated teachers, classified personnel, and administrative staff members. In addition, other expenditures in this area include: books and supplies, services and operating expenditures, and capital outlay.

Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Belridge Elementary is projecting it will receive $94,839 based on the enrollment of foster youth, English learner, and low-income students. Belridge Elementary must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Belridge Elementary plans to spend $94,839 on actions to meet this requirement.

Update on Increased or Improved Services for

High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students
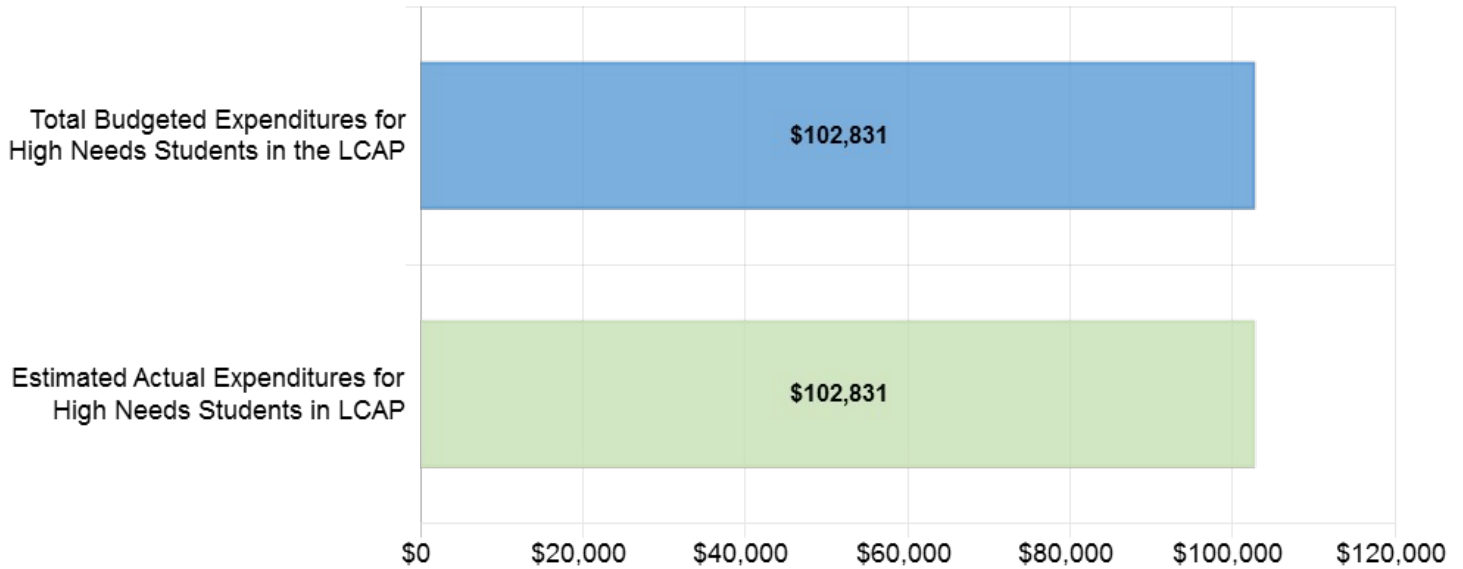
Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	$102,831
Estimated Actual Expenditures for High Needs Students in LCAP	$102,831

This chart compares what Belridge Elementary budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Belridge Elementary estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Belridge Elementary's LCAP budgeted $102,831 for planned actions to increase or improve services for high needs students. Belridge Elementary estimates that it will actually spend $102,831 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

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
Belridge Elementary	Tammy Reynolds	tareyno@zeus.kern.org
	Superintendent	661 762 7381

2017-20 Plan Summary

The Story

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

The Belridge School mission is to provide students with a positive and challenging learning environment, which empowers them to become responsible and productive citizens who demonstrate positive self-esteem. Belridge is a rural TK-8 school district that has been educating children on the west side of the San Joaquin Valley since the early 1900's. Belridge Elementary School has a population of 38 students, a principal/superintendent, a certificated staff of three teachers, one bilingual aide, a classified staff of three, a part-time RSP teacher, and a part-time speech teacher. Historically, the school has enjoyed strong parent and community support. The school population is 98% Hispanic and 2% Anglo. We believe children are unique individuals who grow and learn at different paces. We nurture the natural curiosity and joy for learning that children possess. Along with our parents and community, we build a solid foundation for the future learning of all Belridge students.

It is our belief that students can and will excel in an environment that is tailored to their evolving needs. Our local and state assessment scores during the past five years reflect the great strides we have made during that time. Although we recognize our areas of need and concern, we are extremely proud that we continue to work towards meeting all academic goals from the district, state, and federal government.

The hard working staff is both skilled and dedicated to the success of all students. We are fortunate to have experienced and knowledgeable teachers, a bilingual aide, supportive staff, and engaged parents who are eager to make a difference for our students. We believe in a student-centered approach, which provides an atmosphere in which a child's social, emotional, and intellectual needs are equally important.

LCAP Highlights

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

After analyzing our State and local data, and obtaining input from staff and stakeholders, we identified our focus areas to be stated in two goals for the next three years.

GOAL 1: All students will achieve and improve at a high rate academically and be invested in their learning.

GOAL 2: Parents and students will feel engaged, safe, connected, and healthy in a caring comfortable learning environment every day.

In addition, the district feels the need to develop a framework for ensuring positive behavior interventions/supports and educating parents in order to support improved student outcomes specific to all academic areas:
Our theory of action is to:
1) Implement a robust positive behavior interventions and support framework school-wide.
2) Implement a Latino Family Literacy Project and supplement this program with parents learning about Positive Behavioral Interventions and Supports (PBIS) while stressing the importance of students attending school every day.
3) Hire a temporary full-time engagement specialist to build knowledge and put sustainable processes in place to support the school community for the future.

Due to strong stakeholder engagement and frequent home visits, our community of learners have learned to problem solve together. We expect these personal connections and relations between our stakeholders to increase our overall attendance rate.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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

According to the Fall 2018 Dashboard, our greatest progress was in the area of academic growth. Our chronic absenteeism rate declined 11.2% from the previous year; putting our chronic absenteeism at 4.2% for the school year 2017-2018. According to our "Healthy Kids Survey" 100% of our students, parents, and staff feel safe and connected to our school due to the daily, weekly, and monthly communication. We will focus on language arts/mathematics and building the capacity of our teachers in order to further improve. Additionally, we will continue to focus on individual families and our strong

relationships.

Referring to the California School Dashboard, 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

We need to continue striving to meet our goal expectations for our English Language Learners. After Stakeholders reviewed local and state assessment scores it was determined that we needed to focus on reading/writing in ELA schoolwide. We are also striving to have 15% or less of our students in the "Not Met" performance category on the Smarter Balanced Achievement /Local Benchmark Tests in ELA/Math. We are currently at 20%(ELA) 23% (Math). Due to a 1.7% increase in suspensions, our District was assigned a "Red" status on Fall 2018 Dashboard for our Annual Suspension Rate. (38 students with 2 suspensions is a suspension rate of 6.3%)

After completing a Continuous Improvement Mini-Institute with Kern County Superintendent of Schools, we have prioritized Comprehensive Support and Improvement (CSI) funding as follows:
1) Build out Positive Behavioral Interventions and Support (PBIS) with support of a consultant - build to a sustainable level.
2) Implement the Latino Family Literacy Project (for parents) - build to a sustainable level.
3) Provide teachers and classified aide with student and parent engagement capacity building activities as well as differentiated instruction strategies/capacity building, etc.
4) Continue to implement focused, data-driven research proven engagement strategies/tools that will build sustainable capacity within all stakeholders at Belridge.

We will address the above-mentioned problem further by blending other Title I, II, and IV funds to maximize the opportunity for our school. Title II funding will continuously be evaluated for contributing to positive outcomes for our high needs students with progress monitoring as well as survey and other local data collected regularly.

Referring to the California School Dashboard, 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

Due to a 1.7% increase in suspensions, our District was assigned a "Red" status on Fall 2018 Dashboard for our Annual Suspension Rate. (38 students with 2 suspensions is a suspension rate of 6.3%) This was due to the fact that our entire male population (25 students) were Hispanic. Therefore, it appears only male Hispanic students were suspended. In reality, our "All Student Male Group" and our "Male Hispanic Group" are one in the same. We will be focusing on student engagement activities, Positive Behavioral Interventions and Supports, Latino Family Literacy Projects, staff training on evidence-based interventions, strategies, and/or activities, and additional CSI Strategies/Activities

directly related to our District Plan.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Due to an increase in suspensions rate, Belridge Elementary School has been identified for CSI.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Due to our current CSI status, we have received Every Student Succeeds Act (ESSA) funding for Comprehensive Support and Improvement (CSI) in the amount of $166,211 to be utilized for improving student outcomes over the next 15 months. Our school level needs assessment entailed various meetings with stakeholders specific to our CSI status including school administrators, teachers, students, community members, and parents in addition to our assigned Management Analyst from Kern County Superintendent of Schools. At each meeting, we reviewed longitudinal data sets including suspension rates, absenteeism, attendance, Smarter Balanced outcomes for ELA and Math, stakeholder engagement opportunities and attendance as well as professional development opportunities for staff over the past three years. Our plan is incorporated into our current Local Control Accountability Plan (LCAP) because we are a single school district and therefore our LCAP serves as our School Plan for Student Achievement (SPSA).

Through our needs assessments, we determined our problem to be a lack of an opportunity to build the capacity of staff over the past few years which has resulted in a lack of student engagement. We found that our suspension rates and absenteeism have increased and our attendance rates have trended downward. Additionally, we found that professional development opportunities for staff have been very limited due to a lack of funding. After much research and consultation, we have determined the following evidence-based interventions will be implemented school-wide:

• Positive Behavior Intervention and Supports (PBIS)
• Latino Family Literacy Project facilitation for parents/families
• Professional development in ELA and Math for teachers.

Since we are a single school district, resource inequities were identified based on the above needs assessment and a review of our budget for the LEA. All resources will continue to be accessible and equitable for all students at Belridge.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Belridge School District will hold quarterly stakeholder meetings at the school site to analyze the effectiveness and monitor the overall progress of our plan. We will focus on the following data sets in order to ensure we are making the best-informed decisions for our students and other stakeholders:
• Absenteeism (monitor quarterly rate)
• Attendance (monitor quarterly rate)
• Suspensions (monitor quarterly number)
• Referrals and other PBIS data (establish baseline Q1, then monitor the number and type Q 2, 3, 4.
• CALPADS general reports from Fall 1, Fall 2, and End of Year.
• Teacher observation reports (quarterly review).
• Surveys from parents and staff for the Latino Family Literacy Project (post surveys for each section completed)
• Listing additional student engagement activities (quarterly number of activities)
• Survey students about what they like/did not like for PBIS incentives (quarterly)
• ELA and Math benchmarks (quarterly) and CAASPP Scores CA Dashboard - preliminary late spring 2020)
The preceding data sets will aid us in establishing whether the implementation is to be deemed effective or not based on stakeholder feedback. Adaptions, modifications, and new initiatives are expected as we progress forward with our plan.

Annual Update

LCAP Year Reviewed:

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

GOAL 1: All students will achieve and improve at a high rate academically and be invested in their learning.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7

Local Priorities: None

Annual Measurable Outcomes

Expected	Actual
1A Maintain 100% fully credentialed and appropriately assigned.	1A Maintained 100% fully credentialed and appropriately assigned.
1B Maintain 100% of students have standards-aligned materials	1B Maintained 100% of students have standards-aligned materials

Expected	Actual
1C Maintain overall rating of "Exemplary" as indicated on the FIT report.	1C Maintained overall rating of "Exemplary" as indicated on the FIT report.
2A 100% of teachers continue to receive CCSS professional development	2A 100% of teachers continued to receive CCSS professional development
2B (1)EL students will continue to be given an additional 30-45 minutes daily of ELD instruction, in addition to being provided ELA interventions based on assessment data to meet the individual needs of our EL students. (2) ELD standards will continue to be implemented in class for integrated instruction daily and additional 30- 45 minutes of instruction daily for designated instruction as evidenced in lesson plans.	2B (1)EL students were given an additional 30-45 minutes daily of ELD instruction, in addition to being provided ELA interventions based on assessment data to meet the individual needs of our EL students. (2) ELD standards were implemented in class for integrated instruction daily and additional 30- 45 minutes of instruction daily for designated instruction as evidenced in lesson plans.
4A Belridge Preliminary CAASP results (met/exceed) will increase in both ELA and Math. Schoolwide ELA 51% Schoolwide Math 43%	4A Belridge Preliminary CAASP results (met/exceed) will increase in both ELA and Math. Schoolwide ELA 50% Schoolwide Math 35%
4B API: N/A	4B API: N/A
4C Percentage of Pupils Completing A-G or CTE Sequence/Programs: N/A	4C Percentage of Pupils Completing A-G or CTE Sequence/Programs: N/A

Expected	Actual
4D 81% of EL pupils will make progress toward English proficiency as measured by the CELDT/ELPAC	4D 83% of EL pupils made progress toward English proficiency as measured by the ELPAC
4E Pupil Achievement for English Learner reclassification rate: 51%	4E Pupil Achievement for English Learner reclassification rate: 50%
4F N/A	4F N/A
4G N/A	4G N/A
7A 100% of students will have access to a broad course of study that included all of the subject areas described in Section 51210 and 51220 (a)	7A 100% of students had access to a broad course of study that included all of the subject areas described in Section 51210 and 51220 (a)
7B 100% of unduplicated pupils will be provided with programs and services based on state standards and student needs as indicated by local assessment data.	7B 100% of unduplicated pupils were provided with programs and services based on state standards and student needs as indicated by local assessment data.
7C 100% of students with exceptional needs will be provided programs and services are based on IEP, state standards, and student needs as indicated by local assessment data.	7C 100% of students with exceptional needs were provided programs and services are based on IEP, state standards, and student needs as indicated by local assessment data.

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
Use diagnostic tools to assess students (Reading placement tests, Star reading placement tests, HM Beginning of the Year Inventory, Running records, Dolche word list, Phonemic awareness test, McDougal Little Beginning of Year Benchmark, Writing Inventory, and HM Timed reading fluency test)	Used diagnostic tools to assess students (Reading placement tests, Star reading placement tests, HM Beginning of the Year Inventory, Running records, Dolche word list, Phonemic awareness test, McDougal Little Beginning of Year Benchmark, Writing Inventory, and HM Timed reading fluency test)	No Additional Costs	No Additional Costs

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Renew Accelerated Reading Program License in order to supplement core reading program principally directed at unduplicated students.	Renewed Accelerated Reading Program License in order to supplement core reading program principally directed at unduplicated students.	$4429.00 S&C Books/Supplies	$2950.00 S&C Books/Supplies

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide supplemental PD/support to teachers/ Admins based upon needs assessment Plan and training in ELPAC language proficiency levels, rubrics, and implementation.	Provide supplemental PD/support to teachers/ Admins based upon needs assessment Plan and training in ELPAC language proficiency levels, rubrics, and implementation.	$4500.00 S&C Travel/Conference	$4500.00 S&C Travel/Conference

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(We are a Basic Aide District) Therefore, due to a combination of a decrease in oil prices which drastically effects our property taxes (Budget) and a lack of interest on the part of our families, we are forced to cut our 2 Week Summer School Reading Program	(We are a Basic Aide District) Therefore, due to a combination of a decrease in oil prices which drastically effects our property taxes (Budget) and a lack of interest on the part of our families, we were forced to cut our 2 Week Summer School Reading Program	No additional costs.	No Additional Costs

Action 5

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

Purchase supplemental AR Books for Class Libraries in order to provide access principally directed toward unduplicated students who may not have access to books at home.	Purchased supplemental AR Books for Class Libraries in order to provide access principally directed toward unduplicated students who may not have access to books at home.	$3000.00 S&C Books/Supplies	$3000.00 S&C Books/Supplies

Action 6

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**
Conduct student shadowing activity/needs assessment	Conducted student shadowing activity/needs assessment	No Additional Costs	No Additional Costs

Action 7

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**
(We are a Basic Aide District) Therefore, due to a decrease in oil prices which drastically effects our property taxes (Budget,) we are forced to cut 1.0 FTE 3-5 Teacher/Benefits.	(We are a Basic Aide District) Therefore, due to a decrease in oil prices which drastically effects our property taxes (Budget,) were forced to cut 1.0 FTE 3-5 Teacher/Benefits.	0	0

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to implement supplemental research-based EL instructional strategies to support EL Learners. (EL - English Learners)	Continued to implement supplemental research-based EL instructional strategies to support EL Learners. (EL English Learners)	No Additional Costs	No Additional Costs

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to monitor progress using monthly observation/evaluations with feedback, and our Student Study Team	Continued to monitor progress using monthly observation/evaluations with feedback, and our Student Study Team	No Additional Costs	No Additional Costs

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

Analysis

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

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

Actions and services for this goal were implemented as planned.
The diagnostic tools mentioned in Action 1 (Reading placement tests, Star reading placement tests, HM Beginning of the Year Inventory, Running records, Dolche word list, Phonemic awareness test, McDougal Little Beginning of Year Benchmark, Writing Inventory, and HM timed reading fluency test along with progress monitoring) will help to maintain solid CASSPP scores and Local assessments.
Implementation of Daily, Weekly, Monthly communication with parents equals high attendance rates! (classroom attendance roster, monthly unverified absence letters, weekly phone calls in English and Spanish, rewards for perfect attendance, class dojo app., etc.)

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

Actions 1-9 were deemed overall effective due to the success we have experienced while implementing these actions. These actions promote overall student success by providing robust engagement activities.
The diagnostic tools mentioned in Action 1 (Reading placement tests, Star reading placement tests, HM Beginning of the Year Inventory, Running records, Dolche word list, Phonemic awareness test, McCoural Little Beginning of Year Benchmark, Writing Inventory, and HM timed reading fluency test along with progress monitoring) will help to maintain solid CASSPP scores and Local assessments.
Implementation of Daily, Weekly, Monthly communication with parents equals high attendance rates! (classroom attendance roster, monthly unverified absence letters, weekly phone calls in English and Spanish, rewards for perfect attendance, class dojo app., etc.)

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 4 Due to conflict of the calendar for teacher training dates and lack of interest by families, Summer School was postponed until the summer of 2018-2019. Materials purchased, diagnostic testing, and Professional

Development deemed to be successful by all stakeholders. Professional development and implementation of diagnostic testing will be continued. In order to meet the required supplemental and concentration funding in light of the fact that we needed to reduce our (FTE) additional teacher, we elected to fund student transportation services. Our experience and data tell us that if not for district-provided transportation, students would be unable to attend school as their families typically do not have reliable vehicles and or parents go to work very early in the morning and could not deliver students to school. Belridge provides all students with the option to ride the school bus to and from school every day. This principally directed action is designed to increase student attendance and reduce chronic absenteeism. The actual fiscal difference between our teacher position and our transportation costs is a net increase of roughly $2,500.

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 meeting with our stakeholder groups and discussing the decreases on CAASPP scores (8% math & 1% ELA,) there was a general consensus to adopt/purchase new state adopted curriculum and provide additional professional development to all current staff members. Our 3rd-5th-grade teacher position was eliminated and therefore transportation costs were utilized in order to meet our spending requirement for supplemental and concentration funding. We will continue our new transportation action as Action 10, Goal 1 for the 19-20 LCAP.

Goal 2

GOAL 2: Parents and students feeling engaged, safe, connected, and healthy in a caring comfortable learning environment every day.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
3A Maintain monthly parent/community and School Site Council meetings.	3A Maintained monthly parent/community and School Site Council meetings
3B Maintain monthly parent meetings. Schedule a reclassification informational meeting for all EL parents in the first semester of the school year.	3B Maintained monthly parent meetings. Schedule a reclassification informational meeting for all EL parents in the first semester of the school year

Expected	Actual
3C 100% of parents will continue to be invited and attend all scheduled initial, annual, triennial, and needed IEP meetings as evidenced by invitations. 100% of parents will continue to be invited and attend all scheduled 504 meetings as evidenced by invitations	3C 100% of parents continued to be invited and attend all scheduled initial, annual, triennial, and needed IEP meetings as evidenced by invitations. 100% of parents continued to be invited and attend all scheduled 504 meetings as evidenced by invitations
5A Pupil Engagement: School Attendance Rate will increase to 98%	5A Pupil Engagement: School Attendance Rate was 97%
5B Pupil Engagement: Chronic Absenteeism Rate: Below 4%	5B Pupil Engagement: Chronic Absenteeism Rate: Actual 2.6%
5C Middle School Dropout Rate: 0%	5C Middle School Dropout Rate: NA
5D High School Dropout Rate: N/A	5D High School Dropout Rate: N/A
5E High School Graduation Rate: N/A	5E High School Graduation Rate: N/A
6A Pupil Suspension Rate: Maintain 0%	6A Pupil Suspension Rate: 2.7%
6B Pupil Expulsion Rate: Maintain 0%	6B Pupil Expulsion Rate: Maintained 0%
6C Perceived safety at school will maintain 100% of students school-wide, staff, and parents based on the California Healthy Kids Survey.	6C Perceived safety at school maintained 100% of students school-wide, staff, and parents based on the California Healthy Kids Survey.

Expected

8A 88% of students will maintain a score of 100% on PFT end of the year Fitness Test.
81% of the districts EL students will show growth reading, writing, speaking, and listening proficiently in English based on CELDT/ELPAC

Actual

8A 88% of students maintained a score of 100% on PFT end of the year Fitness Test.
81% of the districts EL students showed growth reading, writing, speaking, and listening proficiently in English based on CELDT/ELPAC

Actions/Services

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

Action 1

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

| Continue to supplement communication (Written and Verbal) daily/weekly/monthly with parents/families to maintain a high attendance rate (Daily classroom attendance roster, monthly unverified absence letters, weekly phone calls to families in English/Spanish, Home visits, Information letter sent in the Beginning of School Packet assisting parents on when to keep students home due to illnesses (English/Spanish) and Parent Conferences) | Communicated (Written and Verbal) daily/weekly/monthly with parents/families to maintain a high attendance rate (Daily classroom attendance roster, monthly unverified absence letters, weekly phone calls to families in English/Spanish, Home visits, Information letter sent in the Beginning of School Packet assisting parents on when to keep students home due to illnesses (English/Spanish) and Parent conferences) | $1150.00 S&C Books and Supplies | $1150.00 S&C Books and Supplies |

Action 2

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**
Hold regular LCAP stakeholder meetings (School Site Council, Parent/Community, Staff, and Students)	Held regular LCAP stakeholder meetings (School Site Council, Parent/Community, Staff, and Students)	$950 (a&b) S&C Supplies/Travel	$950.00 S&C Supplies

Action 3

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

Continue to provide supplemental Parent Involvement Activities (Back to School Night, Fall Festival, Family Math Night, Monthly Sports Activities, Cinco de Mayo Celebration, Parent Conferences, Reading Slumber Party, Reb Ribbon Week, Science Exploration, Spring Open House, Student Performances, Technology Night, and Friday Night Live!)	Provided Parent Involvement Activities (Back to School Night, Fall Festival, Family Math Night, Monthly Sports Activities, Cinco de Mayo Celebration, Parent Conferences, Reading Slumber Party, Red Ribbon Week, Science Exploration, Spring Open House, Student Performances, and Technology Night.)	$2500.00 S&C Books/Supplies	$2500.00 S&C Books/Supplies

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide supplemental staff training based on most recent Needs Assessment outcomes.	Provided Staff Training based upon Needs Assessment (Community connection, Safety, and helping students to feel comfortable in their learning environment every day.)	$3000.00 S&C Travel/Conference	$3000.00 S&C Travel/Conference

Action 5

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

Monitor progress using monthly observation/evaluations with feedback, and our Student Study Team	Monitored progress using monthly observation/evaluations with feedback, and our Student Study Team	No Additional Costs	No Additional Costs

Action 6

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**
Participate in 6 daily walk and 30 minute PE class	Participated in a daily walk and 30 minute PE class	No additional cost	No additional costs

Action 7

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**
Provide Independent Study Programs for emergency absences in order to support student learning.	Provided Independent Study Programs for emergency absences in order to support student learning.	No Additional Costs	No Additional Costs

Action 8

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

Additional incentives to encourage Perfect Attendance principally directed toward unduplicated students.	Provided incentives for Perfect Attendance	$500.00 S&C Books/Supplies	$500.00 S&C Books/Supplies

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide a safe/clean environment for students	Provided a safe/clean environment for students	No Additional Costs	No Additional Costs

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to teach supplemental "Student Wellness" units in grades TK-8	Taught "Student Wellness" units in grades TK8	$3300.00 S&C Professional Services	$3300.00 S&C Professional Services

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

Analysis

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

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

Implementation of Daily, Weekly, Monthly communication with parents equals high attendance rates! (classroom attendance roster, monthly unverified absence letters, weekly phone calls in English and Spanish, rewards for perfect attendance, class dojo app., etc.)

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

Actions 1-10 were deemed overall effective.
Action 2: There was a decrease in the number of Monthly Unverified Absence letters.
Action 3: If a voicemail is left, a follow up call needs to occur if the District doesn't receive a call back from the parent within 48 hours..

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 4 staff development cost was lower than expected. No other materials differences exist between budget expenditures and estimated actual expenditures.

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

There was a general consensus there was a need for additional follow up on Action 1 (Goal 2). We would also like to see 100% of the monthly unverified absence letters returned to the district office. We feel this will be accomplished by creating a District Attendance Team to follow up on these two actions for the next school year.

Stakeholder Engagement

LCAP Year: 2019-20

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?

Our goal is to have a well-informed public in continuing to advance our students in an ever-evolving world. We desire to keep the lines of communication open and welcome any suggestions, comments, or questions from our stakeholders. Our work together requires teamwork, collaboration, and dedication. We believe in the power of personal connections and relations between our stakeholders which include teachers, other school personnel, students, parents, board members, and the community. (Certificate and Classified Unions are nonexistent in our District. Therefore, there is no Union representation for any of our Stakeholders.) Our vision is to provide a dedicated team, including administration, staff, students, parents, community members, and board members working in partnership to strengthen educational excellence for our students. We accomplish our vision by providing meetings throughout the year with each of our stakeholder groups.

Our Stakeholder involvement timeline includes:

11/19/18 Students/Parents/Staff Healthy Kids Survey Student/Staff/Parent Surveys

Students 8/20/18, 9/17/18, 10/29/18, 11/26/18, 12/17/18, 1/21/19, 2/25/19, 3/29/19, 4/2/19, 5/13/19

Staff 8/21/18, 9/18/18, 10/16/18, 11/6/18, 12/18/18, 1/15/19, 2/12/19, 3/19/19, 4/16/19, 5/14/19, 6/11/19

Parents/Community (School Site Council/Parent/DAC Meetings) (LCAP Annual Update Discussion/Questions/Answers) 8/30/18, 9/13/18, 10/29/18, 11/16/18, 12/17/18, 1/21/19, 2/15/19, 3/29/19, 4/2/19, 5/13/19

Board Members 8/14/18, 9/11/18, 10/9/18, 11/13/18, 12/7/18, 1/8/19, 2/12/19, 3/12/19, 4/9/19, 5/28/19, 6/11/19

Board Meeting (LCAP Annual Update) 5/28/19 Board Members Public

Hearing Board Meeting 6/11/19 Board Members Adopt
Annual Updated LCAP Plan Board Mtg.

Impact on LCAP and Annual Update

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

Student, Staff, Parent/Community, and Board LCAP Advisory Committees
After analyzing our State and local data, and obtaining input from staff and stakeholders, we identified our focus areas to be stated in two goals for the next three years.
GOAL 1: All students will achieve and improve at a high rate academically and be invested in their learning.
GOAL 2: Parents and students feeling engaged through CSI engagement plan, safe, connected, and healthy in a caring comfortable learning environment every day.
As per additional data from the stakeholder meetings we compiled the following list that would impact the LCAP. They include:
• Continue weekly written communication in English/Spanish with our parents/community
• Continue biweekly verbal communication in English/Spanish with our parents/community
• Continue RLA Common Core Curriculum training/PD
• Provide a 2-week summer school reading program in 2019/20
• Research/Compare/Evaluate Common Core Science/Social Studies curriculum to purchase when state adopted.
As a result of all stakeholder feedback, we will continue with monthly communication between all stakeholder groups, create a Student Study Team to monitor quarterly progress on PFT, and enforce the reformatted goals to better serve the community and to encourage student engagement.

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 1

GOAL 1: All students will achieve and improve at a high rate academically and be invested in their learning.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7

Local Priorities: None

Identified Need:

After Stakeholders reviewed local and state assessment scores, it was determined that we will continue to focus on reading/writing/ problem-solving in ELA/Math schoolwide. We are also striving to have 15% of our students in the "Not Met" category on the Smarter Balanced Achievement /Local Benchmark Tests in R.L.A./Math increase to "met" status. We are currently at 21%(ELA) 26%(Math). 71% of our student population is socioeconomically disadvantaged and we serve 31% English Learners. There is a need to continue striving to meet our goal expectations for our English Language Learners to promote achievement and improvement at an accelerated rate academically and to ensure these students are invested in their learning and may be reclassified before they leave us. Stakeholders noted the correlation between students being invested in their learning and high academic achievement. There is a need to foster in every student an intrinsic desire to succeed. We need to continue striving to meet our goal expectations for our English Language Learners. After Stakeholders reviewed local and state assessment scores it was determined that we needed to focus on reading/writing/ problem-solving in ELA/Math schoolwide.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1(a) Basic Services - Teachers appropriately assigned and fully credentialed for assignment.	100% are fully credentialed and appropriately assigned.	100% are fully credentialed and appropriately assigned.	Maintain 100% fully credentialed and appropriately assigned.	Maintain 100% fully credentialed and appropriately assigned.
Priority 1(b): Pupils access to standards-aligned materials	Maintain 100% of students have standards-aligned materials	Maintain 100% of students have standards-aligned materials	Maintain 100% of students have standards-aligned materials	Maintain 100% of students have standards-aligned materials
Priority 1 (c) School facilities maintained in good repair: All facilities continue to have an overall rating of "Exemplary" as indicated on the FIT report.	The facility has an overall rating of "Exemplary" as indicated on the FIT report.	Maintain overall rating of "Exemplary" as indicated on the FIT report.	Maintain overall rating of "Exemplary" as indicated on the FIT report.	Maintain overall rating of "Exemplary" as indicated on the FIT report.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 2a: Implementation of State Standards: Establish procedures and a process for administrators to evaluate common core implementation in classrooms.	100% of teachers received CCSS professional development	100% of teachers received CCSS professional development	100% of teachers continue to receive CCSS professional development	100% of teachers continue to receive CCSS professional development

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 2b: Implementation of State Standards and ELD standards for our English Learners: Maintain 100% of EL students having at least 30 minutes designated EL time at elementary level and 45 minutes at middle and high school level.	(1)EL students will continue to be given an additional 30-45 minutes daily of ELD instruction, in addition to being provided ELA interventions based on assessment data to meet the individual needs of our EL students. (2) ELD standards were implemented in class for integrated instruction daily and additional 30- 45 minutes of instruction daily for designated instruction as evidenced in lesson plans.	(1)EL students will continue to be given an additional 30-45 minutes daily of ELD instruction, in addition to being provided ELA interventions based on assessment data to meet the individual needs of our EL students. (2) ELD standards were implemented in class for integrated instruction daily and additional 30- 45 minutes of instruction daily for designated instruction as evidenced in lesson plans.	(1)EL students will continue to be given an additional 30-45 minutes daily of ELD instruction, in addition to being provided ELA interventions based on assessment data to meet the individual needs of our EL students. (2) ELD standards will continue to be implemented in class for integrated instruction daily and additional 30- 45 minutes of instruction daily for designated instruction as evidenced in lesson plans.	(1)EL students will be provided an additional 30-45 minutes daily of ELD instruction, in addition to being provided ELA interventions based on assessment data to meet the individual needs of our EL students. (2) ELD standards will continue to be implemented in class for integrated instruction daily and additional 30-45 minutes of instruction daily for designated instruction as evidenced in lesson plans.
Priority 4 (a) Pupil Achievement: State Assessments	Belridge CAASP results (met/exceed) will increase in both ELA and Math. Schoolwide ELA 44% Schoolwide Math 39%	Belridge Preliminary CAASP results (met/exceed) will increase in both ELA and Math. Schoolwide ELA 49% Schoolwide Math 41%	Belridge Preliminary CAASP results (met/exceed) will increase in both ELA and Math. Schoolwide ELA 51% Schoolwide Math 43%	Belridge CAASP results (met/exceed) will increase in both ELA and Math. Schoolwide ELA 56% Schoolwide Math 50%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4(b): API N/A	N/A	N/A	N/A	N/A
Priority 4(c): Pupil Achievement: Percentage of pupils completing a-g or CTE sequences/programs: N/A	N/A	N/A	N/A	N/A
Priority 4(d) Pupil Achievement: Percentage of EL pupils making progress toward English proficiency	78% of EL pupils made progress toward English proficiency as measured by the CELDT/ELPAC	79% of EL pupils will make progress toward English proficiency as measured by the CELDT/ELPAC	81% of EL pupils will make progress toward English proficiency as measured by the CELDT/ELPAC	84% of EL pupils will make progress toward English proficiency as measured by the CELDT/ELPAC
Priority 4e: Pupil Achievement: English Learner reclassification rate: From 45% to 54%	Pupil Achievement for English Learner reclassification rate: 45%	Pupil Achievement for English Learner reclassification rate: 48%	Pupil Achievement for English Learner reclassification rate: 51%	Pupil Achievement for English Learner reclassification rate: 54%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4f: Pupil Achievement: Percentage of pupils passing AP exam with 3 or higher	N/A	N/A	N/A	N/A
Priority 4g: Pupil Achievement: Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other)	N/A	N/A	N/A	N/A

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 7a: Course Access: Extent to which pupils have access to and are enrolled in a broad course of study: 100% of students had access to a broad course of study that included all of the subject areas described in Section 51210 and 51220(a)	100% of students will continue to have access to a broad course of study that included all of the subject areas described in Section51210 and 51220 (a)	100% of students will continue to have access to a broad course of study that included all of the subject areas described in Section51210 and 51220 (a)	100% of students will have access to a broad course of study that included all of the subject areas described in Section51210 and 51220 (a)	100% of students will have access to a broad course of study that included all of the subject areas described in Section 51210 and 51220 (a)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 7b: Course Access: Extent to which pupils have access and are enrolled in programs and services for unduplicated pupils: 100% of unduplicated pupils are provided with programs and services based on state standards and student needs as indicated by local assessment data.	100% of unduplicated pupils will continue to be provided with programs and services based on state standards and student needs as indicated by local assessment data.	100% of unduplicated pupils will be provided with programs and services based on state standards and student needs as indicated by local assessment data.	100% of unduplicated pupils will be provided with programs and services based on state standards and student needs as indicated by local assessment data.	100% of unduplicated pupils will be provided with programs and services based on state standards and student needs as indicated by local assessment data.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 7c: Course Access: Extent to which pupils have access and are enrolled in programs and services for unduplicated pupils: 100 % of students with exceptional needs are provided programs and services are based on IEP, state standards, and student needs as indicated by local assessment data.	100 % of students with exceptional needs are provided programs and services are based on IEP, state standards, and student needs as indicated by local assessment data.	100 % of students with exceptional needs are provided programs and services are based on IEP, state standards, and student needs as indicated by local assessment data.	100 % of students with exceptional needs will be provided programs and services are based on IEP, state standards, and student needs as indicated by local assessment data.	100% of students with exceptional needs will be provided programs and services are based on IEP, state standards, and student needs as indicated by local assessment data.

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

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

Use diagnostic tools to assess students (Reading placement tests, Star reading placement tests, HM Beginning of the Year Inventory, Running records, Dolche word list, Phonemic awareness test, McDougal Little Beginning of Year Benchmark, Writing Inventory, and HM Timed reading fluency test)

2018-19 Actions/Services

Use diagnostic tools to assess students (Reading placement tests, Star reading placement tests, HM Beginning of the Year Inventory, Running records, Dolche word list, Phonemic awareness test, McDougal Little Beginning of Year Benchmark, Writing Inventory, and HM Timed reading fluency test)

2019-20 Actions/Services

Use diagnostic tools to assess students (Reading placement tests, Star reading placement tests, HM Beginning of the Year Inventory, Running records, Dolche word list, Phonemic awareness test, McDougal Little Beginning of Year Benchmark, Writing Inventory, and HM Timed reading fluency test)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	No Additional Costs	No Additional Costs
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #2

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

Students to be Served	**Location(s)**
N/A	N/A

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
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	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Renew Accelerated Reading Program	Renew Accelerated Reading Program License in order to supplement core reading program principally directed at unduplicated students.	Renew Accelerated Reading Program License in order to supplement core reading program principally directed at unduplicated students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,429.00	$4429.00	$4429.00
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Books/Supplies 4300	Books/Supplies (4300)	Books/Supplies (4300)

Action #3

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

Students to be Served   **Location(s)**

N/A	N/A

<div align="center">

OR

</div>

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

Students to be Served	**Scope of Services:**	**Location(s)**
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	Modified	Unchanged

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Provide supplemental PD/support to teachers/ Admins based upon needs assessment Plan and training in ELPAC language proficiency levels, rubrics, and implementation.	Provide supplemental PD/support to teachers/ Admins based upon needs assessment Plan and training in ELPAC language proficiency levels, rubrics, and implementation.	Provide supplemental PD/support to teachers/ Admins based upon needs assessment Plan and training in ELPAC language proficiency levels, rubrics, and implementation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	$4,500	$4500.00	$4500.00
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Travel/Conference 5200	Travel/Conference (5200)	Travel/Conference (5200)

Action #4

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

Students to be Served	**Location(s)**
N/A	N/A

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
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 | Modified | Unchanged |

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

| 2 Week Summer School Reading Program | (We are a Basic Aide District) Therefore, due to a combination of a decrease in oil prices which drastically effects our property taxes (Budget) and a lack of interest on the part of our families, we are forced to cut our 2 Week Summer School Reading Program | (We are a Basic Aide District) Therefore, due to a combination of a decrease in oil prices which drastically effects our property taxes (Budget) and a lack of interest on the part of our families, we are forced to cut our 2 Week Summer School Reading Program |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,000	No Additional Costs	No Additional Costs
Source	Supplemental/Concentration	N/A	N/A
Budget Reference	1100	N/A	N/A

Action #5

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

Students to be Served   **Location(s)**

N/A	N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

Purchase AR Books for Class Libraries

2018-19 Actions/Services

Purchase supplemental AR Books for Class Libraries in order to provide access principally directed toward unduplicated students who may not have access to books at home.

2019-20 Actions/Services

Purchase supplemental AR Books for Class Libraries in order to provide access principally directed toward unduplicated students who may not have access to books at home.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount		
$3,000	$3000.00	$3000.00

Source		
Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration

Budget Reference		
4300	Books/Supplies (4300)	Books/Supplies (4300)

Action #6

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

Students to be Served

Location(s)

N/A	N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

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	Modified	Unchanged

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Conduct student shadowing activity/needs assessment	Conduct student shadowing activity/needs assessment	Conduct student shadowing activity/needs assessment

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	No additional costs	No Additional Costs	No Additional Costs
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #7

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

Students to be Served	**Location(s)**
N/A	N/A

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
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	Modified	Unchanged

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Provide 1.0 FTE 3-5 Teacher/Benefits	(We are a Basic Aide District) Therefore, due to a decrease in oil prices which drastically effects our property taxes (Budget,) we are forced to cut 1.0 FTE 3-5 Teacher/Benefits.	(We are a Basic Aide District) Therefore, due to a decrease in oil prices which drastically effects our property taxes (Budget,) we are forced to cut 1.0 FTE 3-5 Teacher/Benefits.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$78,000	0	0

Year	2017-18	2018-19	2019-20
Source	Supplemental/Concentration	NA	NA
Budget Reference	1100	NA	NA

Action #8

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners	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	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to implement supplemental research based EL instructional strategies	Continue to implement supplemental research-based EL instructional strategies to support EL Learners. (EL - English Learners)	Continue to implement supplemental research-based EL instructional strategies to support EL Learners. (EL - English Learners)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Additional Costs	No Additional Costs	No Additional Costs
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #9

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

Students to be Served	Location(s)
All Students	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

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	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Monitor progress using monthly observation/evaluations with feedback, and our Student Study Team.	Continue to monitor progress using monthly observation/evaluations with feedback, and our Student Study Team	Continue to implement supplemental researchbased EL instructional strategies to support EL Learners. (EL English Learners)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional costs	No Additional Costs	No Additional Costs
Source	N/A	N/A	N/A

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	N/A	N/A

Action #10

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

Students to be Served	**Location(s)**
N/A	N/A

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
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

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

| N/A | N/A | Our experience and data tell us that if not for district-provided transportation, many students would be unable to attend school as their families typically do not have reliable vehicles and or parents go to work very early in the morning and could not deliver students to school. The district ensures that all unduplicated students will have access to transportation to and from school every day. This principally directed action is designed to increase student attendance and engagement and reduce chronic absenteeism. Additionally, research tells us that if students are not in school they are not able to learn so we feel strongly that engagement in academics including state test scores will increase with the option to use district transportation in order to get to school. |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	$45,000 $42,152 $7,581 $9,938

Year	2017-18	2018-19	2019-20
Source	N/A	N/A	Supplemental and Concentration Supplemental and Concentration Supplemental and Concentration Supplemental and Concentration
Budget Reference	N/A	N/A	Classified Salaries Benefits Materials Professional Services

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

Unchanged

Goal 2

GOAL 2: Parents and students feeling engaged, safe, connected, and healthy in a caring comfortable learning environment every day.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6, 8

Local Priorities: None

Identified Need:

After Stakeholders reviewed the Healthy Kids Survey Results, PFT Results, and discussed Schoolwide Fitness goals, it was determined the importance of focusing on keeping 100% of students, parents, and staff feeling safe and connected to our school. Stakeholders note the direct correlation between feeling safe and connected and high attendance rates.
It was also determined there is a need to continue to set a good example for a healthy lifestyle and to model healthy habits. Staff will continue to participate/model daily physical activities: schoolwide daily walk, teaching physical fitness to TK-8 grade students, and promote healthy eating habits by providing healthy/nutritious lunches in the school cafeteria.

Expected Annual Measureable Outcomes

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

Priority 3a: Parental Involvement: Efforts to seek parent input in making decisions for district and sites: Maintain monthly parent/community and School Site Council meetings. Establish baseline data for the number of parents that attend Community After school Activities with sign in sheets.

Maintain monthly parent/community and School Site Council meetings. Establish baseline data for the number of parents that attend Community After school Activities with sign in sheets

Maintain monthly parent/community and School Site Council Meetings. Establish baseline data for the number of parents that attend Community After School Activities with sign-in sheets.

Maintain monthly parent/community and School Site Council meetings.

Maintain monthly parent/community and School Site Council meetings.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3b: Parental Involvement: District promotes participation of parents of unduplicated students: Maintain monthly parent meetings. Schedule a reclassification informational meeting for all EL parents in the first semester of the school year. Establish baselines of participating parents with sign in sheets.	Maintain monthly parent meetings. Schedule a reclassification informational meeting for all EL parents in the first semester of the school year. Establish baselines of participating parents with sign in sheets.	Maintain monthly parent meetings. Schedule a reclassification informational meeting for all EL parents in the first semester of the school year. Establish baselines of participating parents with sign-in sheets.	Maintain monthly parent meetings. Schedule a reclassification informational meeting for all EL parents in the first semester of the school year.	Maintain monthly parent meetings. Schedule a reclassification informational meeting for all EL parents in the first semester of the school year.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3c: Parental Involvement: District promotes participation of parents of students with exceptional needs: 100% of parents will continue to be invited and attend all scheduled initial, annual, triennial, and needed IEP meetings as evidenced by invitations. 100% of parents will continue to be invited and attend all scheduled 504 meetings as evidenced by invitations	100% of parents were invited to attend all scheduled initial, annual, triennial, and needed IEP meetings as evidenced by invitations. 100% of parents will continue to be invited and attend all scheduled 504 meetings as evidenced by invitations	100% of parents will be invited to attend all scheduled initial, annual, triennial, and needed IEP meetings as evidenced by invitations. 100% of parents will continue to be invited and attend all scheduled 504 meetings as evidenced by invitations	100% of parents will continue to be invited and attend all scheduled initial, annual, triennial, and needed IEP meetings as evidenced by invitations. 100% of parents will continue to be invited and attend all scheduled 504 meetings as evidenced by invitations	100% of parents will continue to be invited and attend all scheduled initial, annual, triennial, and needed IEP meetings as evidenced by invitations. 100% of parents will continue to be invited and attend all scheduled 504 meetings as evidenced by invitations

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 5a: Pupil Engagement: School Attendance Rate: Overall District Rate: 98.5% to 97.2%	Pupil Engagement: School Attendance Rate: 97.2%	Pupil Engagement: School Attendance Rate will increase to 97.5%	Pupil Engagement: School Attendance Rate will increase to 98%	Pupil Engagement: School Attendance Rate will increase to 98.5%
Priority 5b: Pupil Engagement: Chronic absenteeism Rate: 0%	Pupil Engagement: Chronic absenteeism Rate: 0%	Pupil Engagement: Chronic absenteeism Rate: 0% (Actual was 4%)	Pupil Engagement: Chronic absenteeism Rate: Below 4%	Pupil Engagement: Chronic absenteeism Rate: Below 3%
Priority 5c: Pupil Engagement: Middle School dropout rate: Stay consistent at 0%	Middle School dropout rate: 0%	Middle School dropout rate: 0%	Middle School dropout rate: 0%	Middle School dropout rate: 0%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 5d: Pupil Engagement: High School dropout rate:	N/A	N/A	N/A	N/A
Priority 5e: Pupil Engagement: High School graduation rate:	N/A	N/A	N/A	N/A
Priority 6a: Pupil Suspension Rate: 0%	Pupil Suspension Rate: 0%	Pupil Suspension Rate: Maintain 0%	Pupil Suspension Rate: Maintain 0%	Pupil Suspension Rate: Maintain 0%
Priority 6b: Pupil Expulsion Rate: 0%	Pupil Expulsion Rate: 0%	Pupil Expulsion Rate: Maintain 0%	Pupil Expulsion Rate: Maintain 0%	Pupil Expulsion Rate: Maintain 0%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 6c: Other local measure on sense of safety and school connectedness: Perceived safety at school will maintain 100% students school wide, staff, and parents based on the California Healthy Kids Survey.	Perceived safety at school is 100% students school wide, staff, and parents based on the California Healthy Kids Survey.	Perceived safety at school will maintain 100% students school wide, staff, and parents based on the California Healthy Kids Survey.	Perceived safety at school will maintain 100% students school wide, staff, and parents based on the California Healthy Kids Survey.	Perceived safety at school will maintain 100% students school wide, staff, and parents based on the California Healthy Kids Survey.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 8: Other Pupil Outcomes: Local Measures: 86% of students maintained a score of 100% on PFT end of the year Fitness Test. 57% of the districts EL students will maintain reading, writing, speaking, and listening proficiently in English based on CELDT/ELPAC	87% of students maintained a score of 100% on PFT end of the year Fitness Test. 78% of the districts EL students will maintain reading, writing, speaking, and listening proficiently in English based on CELDT/ELPAC	87% of students maintained a score of 100% on PFT end of the year Fitness Test. 79% of the districts EL students will maintain reading, writing, speaking, and listening proficiently in English based on CELDT/ELPAC	88% of students will maintain a score of 100% on PFT end of the year Fitness Test. 81% of the districts EL students will show growth reading, writing, speaking, and listening proficiently in English based on CELDT/ELPAC	89% of students will maintain a score of 100% on PFT end of the year Fitness Test. 84% of the districts EL students will show growth reading, writing, speaking, and listening proficiently in English based on CELDT/ELPAC

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

Location(s)

N/A	N/A

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
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	Modified	Unchanged

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Communicate (Written and Verbal) daily/weekly/monthly with parents/families to maintain a high attendance rate (Daily classroom attendance roster, monthly unverified absence letters, weekly phone calls to families in English/Spanish, Home visits, Information letter sent in the Beginning of School Packet assisting parents on when to keep students home due to illnesses (English/Spanish) and Parent Conferences)	Continue to supplement communication (Written and Verbal) daily/weekly/monthly with parents/families to maintain a high attendance rate (Daily classroom attendance roster, monthly unverified absence letters, weekly phone calls to families in English/Spanish, Home visits, Information letter sent in the Beginning of School Packet assisting parents on when to keep students home due to illnesses (English/Spanish) and Parent Conferences)	Continue to supplement communication (Written and Verbal) daily/weekly/monthly with parents/families to maintain a high attendance rate (Daily classroom attendance roster, monthly unverified absence letters, weekly phone calls to families in English/Spanish, Home visits, Information letter sent in the Beginning of School Packet assisting parents on when to keep students home due to illnesses (English/Spanish) and Parent Conferences)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1150.00	$1150.00	$1150.00
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Books/Supplies (4300)	Books/Supplies (4300)	Books/Supplies (4300)

Action #2

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
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	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Hold regular LCAP stakeholder meetings (School Site Council, Parent/Community, Staff, and Students)	Hold regular LCAP stakeholder meetings (School Site Council, Parent/Community, Staff, and Students)	Hold regular LCAP stakeholder meetings (School Site Council, Parent/Community, Staff, and Students)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$950.00 (a & b)	$950.00 (a & b)	$950.00 (a & b)
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	(a) Supplies (4300) (b) Travel & Conference (5200)	(a) Supplies (4300) (b) Travel & Conference (5200)	(a) Supplies (4300) (b) Travel & Conference (5200)

Action #3

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

Continue to provide supplemental Parent Involvement Activities (Back to School Night, Fall Festival, Family Math Night, Monthly Sports Activities, Cinco de Mayo Celebration, Parent Conferences, Reading Slumber Party, Reb Ribbon Week, Science Exploration, Spring Open House, Student Performances, Technology Night, and Friday

2018-19 Actions/Services

Continue to provide supplemental Parent Involvement Activities (Back to School Night, Fall Festival, Family Math Night, Monthly Sports Activities, Cinco de Mayo Celebration, Parent Conferences, Reading Slumber Party, Reb Ribbon Week, Science Exploration, Spring Open House, Student Performances, Technology Night, and Friday

2019-20 Actions/Services

Continue to provide supplemental Parent Involvement Activities (Back to School Night, Fall Festival, Family Math Night, Monthly Sports Activities, Cinco de Mayo Celebration, Parent Conferences, Reading Slumber Party, Reb Ribbon Week, Science Exploration, Spring Open House, Student Performances, Technology Night, and Friday

| Night Live!) | Night Live!) | Night Live!) |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2500.00	$2500.00	$2500.00
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Books and Supplies (4300)	Books and Supplies (4300)	Books and Supplies (4300)

Action #4

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

Students to be Served	**Location(s)**
N/A	N/A

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
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	Modified	Unchanged

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Provide supplemental staff training based on most recent Needs Assessment outcomes.	Provide supplemental staff training based on most recent Needs Assessment outcomes.	Provide supplemental staff training based on most recent Needs Assessment outcomes.

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$3000.00	$3000.00	$3000.00
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Travel/Conference (5200)	Travel/Conference (5200)	Travel/Conference (5200)

Action #5

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

Students to be Served   **Location(s)**

All Students	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

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	Modified	Unchanged

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Monitor progress using monthly observation/evaluations with feedback, and our Student Study Team	Monitor progress using monthly observation/evaluations with feedback, and our Student Study Team	Monitor progress using monthly observation/evaluations with feedback, and our Student Study Team

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Year	2017-18	2018-19	2019-20
Amount	No Additional Costs	No Additional Costs	No Additional Costs
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #6

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

Students to be Served

Location(s)

All Students	All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A	N/A	N/A

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	Modified	Unchanged

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Participate in 6 daily walk and 30 minute PE class	Participate in 6 daily walk and 30 minute PE class	Participate in 6 daily walk and 30 minute PE class

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Additional Costs	No Additional Costs	No Additional Costs
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #7

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

Students to be Served	**Location(s)**
All Students	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

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	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide Independent Study Programs for emergency absences in order to support student learning.	Provide Independent Study Programs for emergency absences in order to support student learning.	Provide Independent Study Programs for emergency absences in order to support student learning.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Additional Costs	No Additional Costs	No Additional Costs
Source	N/A	N/A	N/A

Budget Reference	N/A	N/A	N/A

Action #8

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

Students to be Served

Location(s)

N/A	N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

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	Modified	Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

| Incentives for Perfect Attendance. | Additional incentives to encourage Perfect Attendance principally directed toward unduplicated students. | Additional incentives to encourage Perfect Attendance principally directed toward unduplicated students. |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$500	$500.00	$500.00
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Books/Supplies (4300)	Books/Supplies (4300)	Books/Supplies (4300)

Action #9

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A	N/A	N/A

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	Modified	Unchanged

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Provide a safe/clean environment for students	Continue to provide a safe/clean environment for students	Continue to provide a safe/clean environment for students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No Additional Costs	No Additional Costs	No Additional Costs
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #10

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

Teach supplemental "Student Wellness" units in grades TK-8

2018-19 Actions/Services

Continue to teach supplemental "Student Wellness" units in grades TK-8

2019-20 Actions/Services

Continue to teach supplemental "Student Wellness" units in grades TK-8

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	$3300.00	$3300.00	$3300.00
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	Professional Consulting Services (5800)	Professional Consulting Services (5800)	Professional Consulting Services (5800)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

96,108

Percentage to Increase or Improve Services

30.63

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.

Belridge school district is utilizing LCFF supplemental funds to improve student achievement of low income, EL, and foster youth.
• Add a teacher to reduce class sizes
• Better aligning standards for the needs of our students
• To provide more formative assessment and feedback
• Monitoring student progress
• Providing staff trailing based on needs of student
• Providing support to teachers based on ELPAC

Based on research and experience Belridge believes that this is the most effective use of funds to meet the needs of our students.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

102,831

Percentage to Increase or Improve Services

32.00

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.

Belridge school district is utilizing LCFF supplemental funds to improve student achievement of low income, EL, and foster youth.
• Better aligning standards for the needs of our students
• To provide more formative assessment and feedback
• Monitoring student progress
• Providing staff trailing based on needs of student
• Providing support to teachers based on ELPAC

Based on research and experience Belridge believes that this is the most effective use of funds to meet the needs of our students.

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

94,839

Percentage to Increase or Improve Services

32.00

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).

After a review of state and local data, Belridge is expending LCFF supplemental and concentration grant funds as described in our goals and action steps principally directed to focus on supporting student achievement, engagement, and well-being of Low Income, English Learner, and Foster Youth as per the following:

Goal 1, Action 2: Provide supplemental Accelerated Reading program license in order to supplement core reading for unduplicated students.
Goal 1, Action 3: Provide supplemental PD/support to teachers and administrators based upon annual needs assessment and extra training on ELPAC language proficiency levels, rubrics, and implementation/application of using data to improve EL outcomes.
Goal 1, Action 5: Purchase supplemental AR Books in order to increase access to unduplicated students who do not have access to these materials at home.
Goal 1, Action 10: (NEW) Provide transportation to and from school in order to increase student engagement and CAASPP outcomes and decrease chronic absenteeism rates.
Goal 2, Action 1: Supplement communication with parents/families to increase student engagement and attendance.
Goal 2, Action 2: Hold regular LCAP stakeholder meetings to solicit feedback principally focusing on unduplicated students.
Goal 2, Action 3: Provide supplemental parent/family involvement activities at school principally directed at unduplicated students and their families.
Goal 2, Action 4: Provide supplemental staff training based on needs assessment data.
Goal 2, Action 8: Provide additional incentives to encourage perfect attendance principally directed toward unduplicated students.
Goal 2, Action 10: Teach supplemental student wellness units principally directed at supporting unduplicated students.

We believe that the preceding actions will be effective in meeting our goals for unduplicated students because, in sum, they will increase the engagement of all students as well as improve CAASPP and other local assessment outcome metrics. All actions listed are principally directed toward unduplicated students in order to improve academic CAASPP ELA and Math outcomes as well as student increase attendance and overall student engagement.