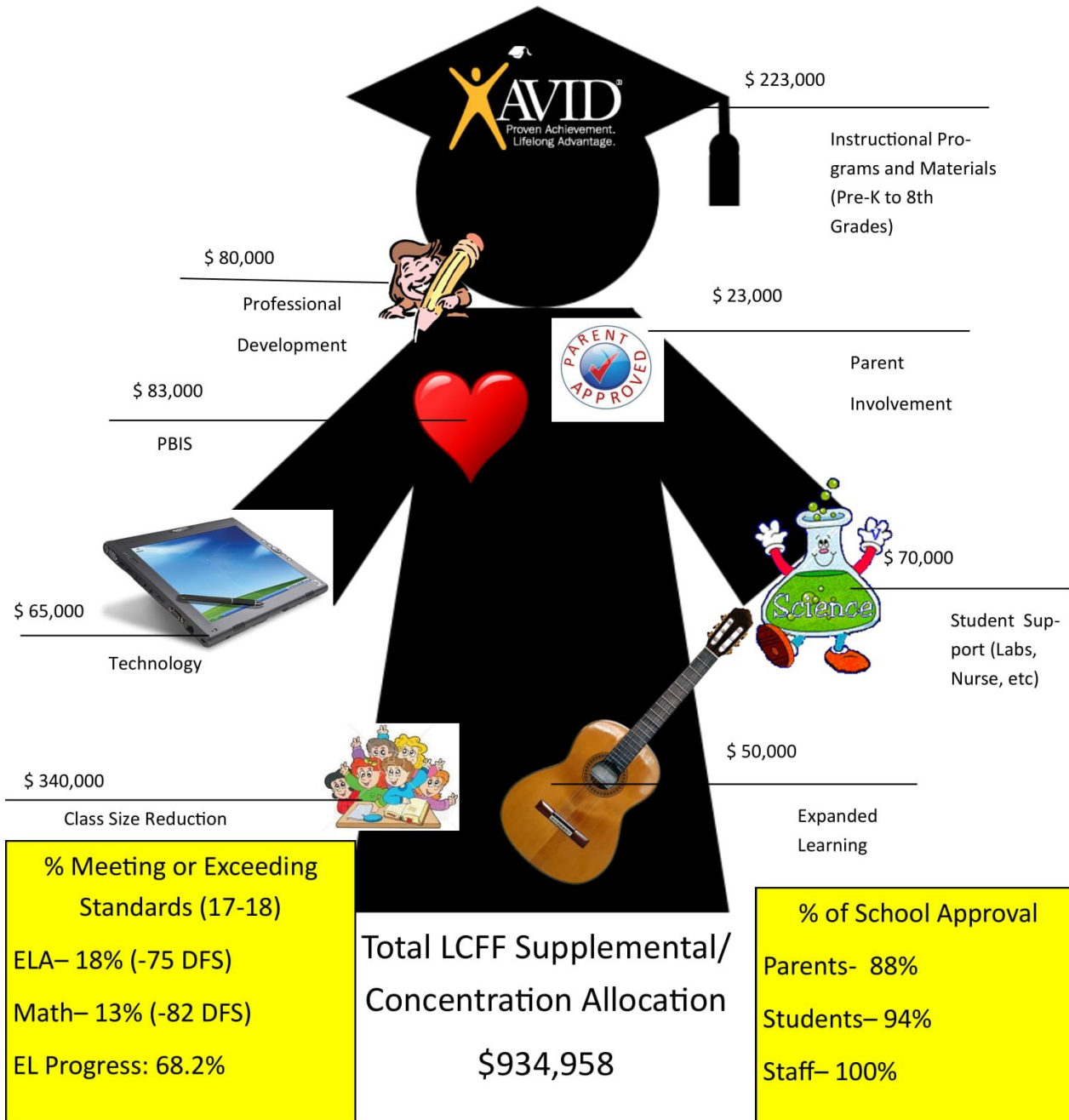


# Buttonwillow LCAP Summary

Attendance  
95%

2019-20

Referrals-68  
Suspensions-9



## Buttonwillow Union Elementary - Kern County

Enrollment: 344

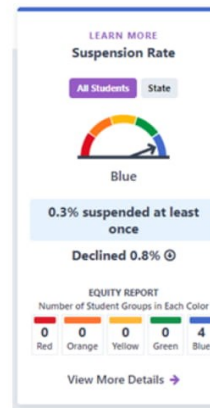
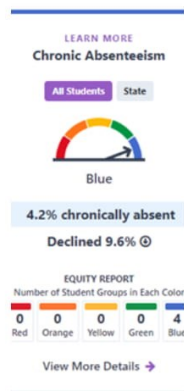
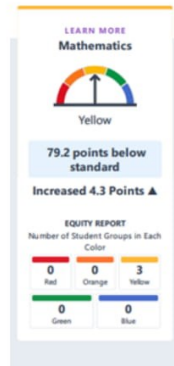
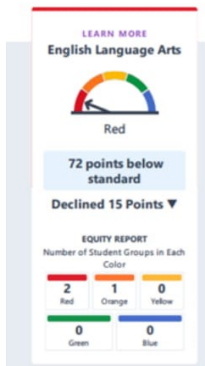
Socioeconomically Disadvantaged: 68%

EL: 65.7%

Foster Youth: 0%

Grade Span: TK-8

Dashboard Release: 2018



### Local Indicators

### Ratings

[Basics \(Teachers, Instructional Materials, Facilities\)](#)

Met

[Implementation of Academic Standards](#)

Met

[Parent Engagement](#)

Met

[Local Climate Survey](#)

Met

Link to Dashboard: [caschooldashboard.org](https://caschooldashboard.org)

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Buttonwillow Union School District

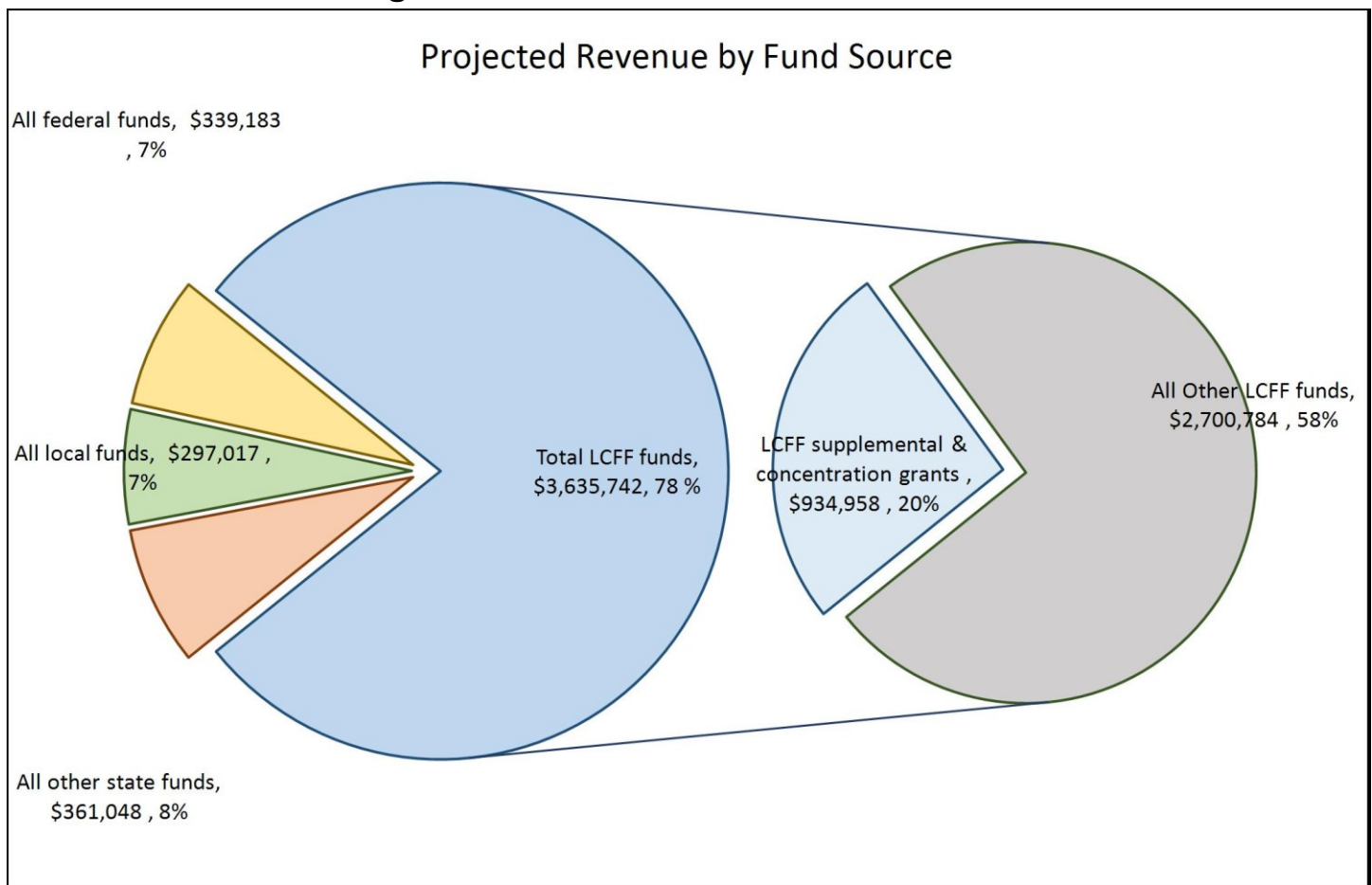
CDS Code: 15 63370 6009278

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: J. Stuart Packard, District Superintendent

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

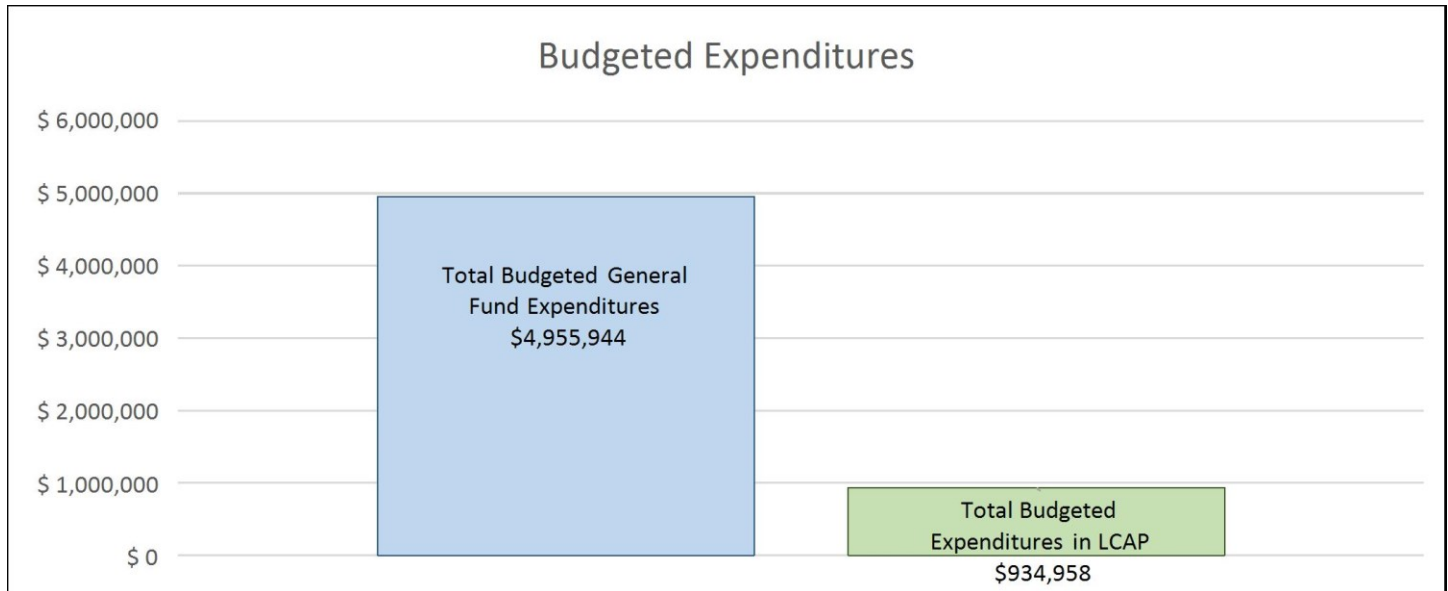


This chart shows the total general purpose revenue Buttonwillow Union School District expects to receive in the coming year from all sources.

The total revenue projected for Buttonwillow Union School District is \$4,632,990, of which \$3,635,742 is Local Control Funding Formula (LCFF), \$361,048 is other state funds, \$297,017 is local funds, and \$339,183 is federal funds. Of the \$3,635,742 in LCFF Funds, \$934,958 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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.



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

Buttonwillow Union School District plans to spend \$4,955,944 for the 2019-20 school year. Of that amount, \$934,958 is tied to actions/services in the LCAP and \$4,020,986 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

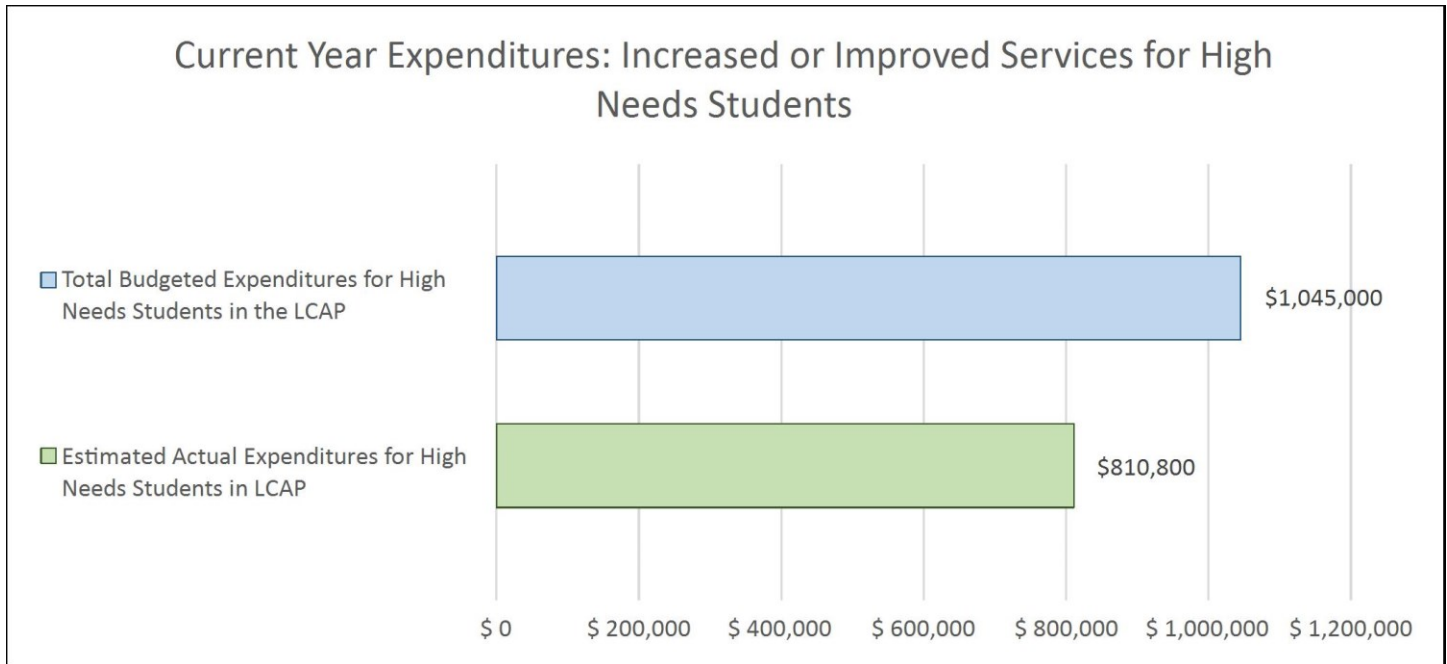
Salaries and Benefits, Operating Expenditures, Transportation, Special Education

## Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Buttonwillow Union School District is projecting it will receive \$934,958 based on the enrollment of foster youth, English learner, and low-income students. Buttonwillow Union School District 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, Buttonwillow Union School District plans to spend \$934,958 on actions to meet this requirement.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Buttonwillow Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Buttonwillow Union School District 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, Buttonwillow Union School District's LCAP budgeted \$1,045,000 for planned actions to increase or improve services for high needs students. Buttonwillow Union School District estimates that it will actually spend \$810,800 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$-234,200 had the following impact on Buttonwillow Union School District's ability to increase or improve services for high needs students: Even though we are a small, single school district over 90% of the actions in our LCAP were fully addressed during the 18-19 school year. Based on preliminary CAASPP results, our students made significant academic growth as a result of the implementation of our LCAP Goals and Actions. Those items that were not fully addressed were not a priority this year and will be reconsidered again in the 19-20 LCAP.



# Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[California School Dashboard](#): 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

Buttonwillow Union School District

Contact Name and Title

J. Stuart Packard  
District Superintendent

Email and Phone

spackard@buttonwillowschool.com  
(661)764-5166

## 2017-20 Plan Summary The Story

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

“One School, One Town, One Community” that is the story of Buttonwillow Union School District. Our district is a single school district for students in Pre-K - 8th grades that has been meeting the needs of the students and community for close to 120 years. Today our student body of 380 students is comprised mainly of a Hispanic population (95%). We are also made up of approximately 62% English Learners and 91% Socially Economically Disadvantaged. During the LCAP era the school has had success in being able to reach out to the students, parents, staff and the community to determine what they want to see in their school and address those needs.

Our schools recent history includes working with California State University Bakersfield on a Rural Teacher's Residency Program of Co-Teaching as well as a Read and Ride grant that is researching the connection between physical fitness and reading improvements. Our students also have opportunities to participate in after school programs, sports programs, band /music and a variety of field trips for all grades.

With an instituted PBIS Program in place suspensions and referrals have dropped 95% in the past 5 years. The improvement in relationship building and on-task behavior brought on by our BEEP program is obvious as student success is on the rise in nearly all areas of academic and physical fitness performance across the school. We are proud that our students are committed to academic



improvement through the AVID Program, community involvement, and good teaching with deeper learning.

We are excited to share our Buttonwillow story of being “One School, One Town, One Community” and the academic growth that we have made.

## LCAP Highlights

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

Through analysis of our state and local summative and interim data and input from stakeholders and staff, we identified our areas to be addressed to achieve our focus of preparing students to be academically successful and productive citizens by providing opportunities that will allow them to embrace challenges and develop a passion for lifelong learning. Based on this data, the actions and services in the LCAP fall into the following areas:

1. Improving academic achievement: Based on current data, we will continue the implemented strategies in math and focus on implementing systems that will help increase our proficiency in ELA. Data and growth will be analyzed for EL students as well as all students.
2. Maintaining a positive school culture
3. Promoting parent involvement

Key LCAP actions to support these areas are: targeted professional development, full implementation of the AVID program, implementation of the PBIS program, and providing opportunities for our parents to work with us as partners in their child's education.

## 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

On the 2018-19 California School Dashboard Buttonwillow Union School District achieved Blue in the areas of Chronic Absenteeism and Suspensions due to the low number of students in each of these categories. We earned a Yellow ranking in Math due to increasing our average Distance from Standard. Red was earned in ELA due to scoring an average of 72 points below Standard and declining from the previous year. Even though EL Progress is not being reported on the Dashboard this year due to the state transition to the ELPAC, over 67% of our EL students scored at or above Moderately Developed (Level 3).

Over the past three years, when compared to other districts across the county, our district has demonstrated the significant growth in ELA, Math, and EL Progress. We were one of two districts in the county that earned a Blue for Suspensions and Chronic Absenteeism.

Stakeholder input from parents, staff, and students showed that they are happy with the programs that are in place and would like see the academic growth continue. We will continue our focus on PD, specifically in the areas of ELA, technology integration, and EL strategies. These will be

implemented in addition to continuing the strategies implemented and proved successful for math and the implemented strategies for working with chronic and truant students. We will also continue to provide opportunities for parents to participate with the school through activities and events. Goal 1, Action 1, Page 44; Goal 2, Action 4, Page 68; Goal 3, Action 2, Page 78.

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**

Based on the 2018 California Dashboard, Math was Yellow and ELA was Red. In ELA, students scored an average of 72 points below Standard (considered on grade level) and declined by 15 points from the previous year, and 79.2 points below Standard in math increasing by 4.3 points over the previous year. Our ELPAC scores showed 67% of EL students scoring at or above Moderately Developed (Level 3). However, when compared to all students on grade level academic progress, our EL students performed slightly lower in Math than "all students", with 82.7 points below standard (3.5 point difference), but the point increase for EL was slightly higher than all at 4.5 points as compared to 4.3 points for all. For ELA, the gap was wider with 5.4 points of difference at 77.4 points below Standard. As with math, the increase was greater for our EL students than all students with 12.5 points of decline when compared to 15 points of decline for all.

Current research by John Hattie shows that teacher effectiveness and quality instruction have the greatest impact on student growth, so our plan focuses on developing teachers through focused professional development, ensuring teachers understand and can properly utilize current instructional strategies, and that we are focusing on meeting the specific needs of our EL students. In collaboration with California Education Partners, a team of Buttonwillow teachers and administrators have developed a plan of action utilizing CA Ed Partners Improvement Design process focusing on the area of math. In the 2019-20 school year, the process for math will continue and an action plan for ELA will be added. (Goal 1, Action 1, Page 44)

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**

Based on dashboard results, there were no performance gaps where any student group was two or more performance levels below the "all student" performance". (See also Review of Needs Section)

To accelerate the growth for our unduplicated students and address these gaps, we will continue to provide PD to our teachers in the area of effective EL strategies, implementation the AVID program school-wide, and provide opportunities for EL parents to learn how they can support and enhance student learning at home. Goal 1, Action 1, Page 44; Goal 1, Action 9, Page 56; Goal 3, Action 2, Page 77



## 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.

Our school has not 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.

Our school has not been identified for CSI

### 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.

Our school has not been identified for CSI

# Annual Update

LCAP Year Reviewed: **2018-19**

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

Increase academic achievement in the core areas for all students, including students with disabilities and unduplicated pupils.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

## Annual Measurable Outcomes

Expected

### Metric/Indicator

Priority 2: Implementation of State Standards addresses:

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

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

- A. Statewide assessments;

Actual

Priority 2:

Based on classroom walk-through data, as measured by the Progress Adviser online program, 100% of classrooms implement standards based instruction for ELA and math on a daily basis. Approximately 35% of observed lessons included activities at or above Depth of Knowledge Level 3. Data also showed that designated ELD is provided daily for 100% of EL students incorporating ELD standards, 75% of the observations included research based EL strategies during integrated lessons.

The focus of Professional Development this school year was implementation of the Advancement Via Individual Determination (AVID) program and strategies in grades 3-8. AVID provides strategies and activities for increasing Depth of Knowledge and addressing the needs of EL students. AVID was observed in at least 75% of 3rd - 8th grade classes. 12 K-8th grade teachers attended an AVID conference this school year. In addition, AVID strategies, activities, and successes were shared at all full staff meetings.

Priority 4:

A. Based on the 2017-18 CA Dashboard results, in ELA there was a 15 point decrease with an average of 72 points from Standard for all students. In

## Expected

- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- E. The English learner reclassification rate;
- B. Academic Performance Index N/A for a K-8 district
- C. Successfully complete A-G courses: N/A for a K-8 district
- F. Passed AP exam: N/A for a K-8 district
- G. Early Assessment Program: N/A for a K-8 district

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

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

### 18-19

Priority 2:

Common core implementation as measured by classroom walkthroughs, will be maintained at 100% implementation, including analysis of CA academic and performance standards. There will be a 5% increase in instruction provided at DOK levels 3 or above. Staff will begin to understand and incorporate NGSS standards in all grades during 50% of their science instruction. As standards are updated in other core subjects, instruction and curriculum will be aligned.

100% of all EL students receive daily instruction in ELD with EL aligned materials during designated EL instructional time.

Priority 4:

Improvements as measured by State and local assessments will be seen in each area. 3% increases are expected in proficiency and 10 points of growth in Distance from Level 3.

Pupil Achievement Expected  
Smarter Balanced Assessment  
% meeting or exceeding the standard

ELA%	Math%	Science%	
LEA	25	17	5th-25%
Hispanic	25	17	8th-33%

## Actual

math, there was a 4.3 point increase with an average of 79.2 points from Standard. For our EL students, in ELA there was a 12.4 point decrease, with an average of 77.4 points from Standard. In math, there was a 4.6 increase, with an average of 82.7 points from Standard. Preliminary results for 2018-19 show a significant increase for all students in math and an increase for ELA.

### CAASPP Assessment Results (% meeting or exceeding the standards)

Based on Dataquest Reports

Group	ELA%	Math%
All	17.39	13.05
Hispanic	17.24	12.32
White	25	25
SED	19.51	14.03
EL (inc. RFEP)	28.22	36.94

### Average Distance from Standard Based on CA Dashboard Reports

Group	ELA	Math
All	-72	-79.2
Hispanic	-73	-81.5
SED	-63.3	-72.3
EL	-77.4	-82.7
SWD subgroup	Not enough students to qualify as a significant	

D. CDE did not assign an EL Progress indicator on the California Dashboard due to the implementation of the new ELPAC Summative assessment.

### ELPAC Results by Scoring Band

Well Developed-31.8%  
Moderately Developed-36.4%  
Somewhat Developed-21.4%  
Beginning Stage-21.5%

LTEL 16% (same)  
At Risk 9% (2% decrease)

E. EL Reclassification-14 students (7%) (increase of 5 students, 3.6% increase)

- B. Academic Performance Index N/A for a K-8 district
- C. Successfully complete A-G courses: N/A for a K-8 district
- F. Passed AP exam: N/A for a K-8 district
- G. Early Assessment Program: N/A for a K-8 district

## Expected

White	21	25
SED	25	17
EL	30	20
SWD	6	13

### Average Distance from Level 3 (Grade Level)

Group	ELA	Math
All	-47	-73
Hispanic	-48	-75
SED	-48	-73
EL	-55	-77
SWD	-129	-140

### ELPAC

EL Progress Indicator-75% continue to demonstrate growth  
 EL Reclassification Rate: 18 students  
 LTEL-less than 10%  
 At Risk for LTEL-6%

B. Academic Performance Index N/A for a K-8 district  
 C. Successfully complete A-G courses: N/A for a K-8 district  
 F. Passed AP exam: N/A for a K-8 district  
 G. Early Assessment Program: N/A for a K-8 district

### Priority 7:

A. Continue to have all students, including ELs and SWDs, have access to all courses in Ed Code 51210. EL students will continue to be provided Designated ELD daily. All students will continue to meet the required number of minutes for Physical Education.  
 B. All students in Special Education will continue to receive services as written in their IEPs.

Average class sizes for TK - 8th will remain at or below 25.

### Baseline

Priority 2:

## Actual

### Priority 7:

A. Based on scheduling reports, 100% of students had access to all required courses described under Section 51210.

B. Programs and services developed and provided to unduplicated pupils includes daily integrated and targeted ELD, Response to Intervention and Acceleration, and research based instructional strategies to ensure that unduplicated pupils are able to meet or exceed grade level standards.

C. Provided services for exceptional needs students are provided as identified through the SST process, written into 504 plans and IEP's as needed.

Based on enrollment reports, the average class size is 22, Kindergarten - 8th grade.

## Expected

Based on classroom walkthrough data, as measured by the C3 tool, 100% of classrooms implement CCSS on a daily basis. Data also shows that ELD instruction is provided daily for 100% of EL identified students. 75% of the time these lessons include research based strategies that incorporate the ELD standards. 3 days of training focusing on ELD strategies and standards was provided in August of 2016, 93% of teachers attended this training. Implementation of the ELA/ELD framework remains at partial stages as measured classroom observations.

### Priority 4:

Student performance increased by 4% from the 2015-16 state assessment results.

Pupil Achievement Achieved in 2015-16

CAASPP Assessments (% meeting or exceeding the standard)

ELA%	Math%	Science%	
LEA	19	11	5th- 19%
Hispanic	19	11	8th-27%
White	15	19	
SED	19	11	
EL	24	14	(including RFEP)
SWD	0	7	

### CELDT

55% of EL students met AMAO 1 (decreased 1%) (local results)

31% of students less than 5 years in the US Met AMAO 2 (Increased 5%)

28.6 of students more than 5 years in the US met AMAO 2 (Decreased 10%)

16 students Re-Designated (increased by 8)

23% of 4th - 8th grade EL students are classified as LTEL, 13% are classified as At Risk for becoming an LTEL.

B. Academic Performance Index N/A for a K-8 district

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

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

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

### Priority 7

## Actual

## Expected

100% of students had access to all required courses, in addition all EL students received daily instruction in ELD, and all students exceeded the required number of minutes for Physical Education, and Special Education services as written in their IEP's.  
Average class size TK - 8th: 24.5

## Actual

### Actions / Services

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

#### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Based on our staff Professional Development survey results and due to our high numbers of EL and SED students, professional development will focus on needs identified by teachers, strategies and methods that have been proved effective in advancing these students, and closing the achievement gap. Staff Development release time, staff development presenters, and supplies needed to meet the needs of the school in the following areas:	100% of teachers and administration attended at least one day of professional development during the school year. All teachers attended the Westside Summer PD focusing on Technology, EL Instructional strategies, and Culturally Relevant teaching. 15 teachers attended an AVID training including: AVID Summer Institute, AVID National Conference, and/or AVID Site Visits	Extra Time and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$30,000	Extra Time and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$17,500
Updates to: Effective Instructional Strategies Effective EL Instruction Currently adopted materials Rtl Technology Math	90% of teachers attended training before school began for Next Gen Math, Achieve 3000/Smarty Ants program, and EL Instruction using the ELA/ELD Framework. 3 teachers and 2 admin attended four sessions with California Education Partners to work through their Improvement Design	Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$5,000	Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$1,200
		Contracts with Outside Presenters 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$10,000	Contracts with Outside Presenters 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$4,500
		Conference and Travel Expenses 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$20,000	Conference and Travel Expenses 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$2,000



And other areas identified by staff and administration

Process focusing on Math for EL students. Actions and strategies developed during these sessions led to significant gains in math based IAB, ICA, and preliminary Smarter Balanced results. In addition to the trainings listed above, teachers and administration also attended trainings/workshops/meetings focusing on creating and using formative assessments, effective analysis of data, PBIS, Leadership, CPI, and effective EL implementations. Funding for these activities was provided by LCFF Supplemental/Concentration, Title I, and a Gates Foundation Grant (in conjunction with CA Ed Partners). PD/Trainings/Workshops/Meetings offered and attended were based on teacher request and areas identified based on current data. All requested PD opportunities were granted for certificated and classified staff members.

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continued full implementation of a state pre-school so SED and EL students who traditionally enter school lacking academic skills, will be able to enter TK/K at our school are on grade level and can meet grade level standards by the end of their first year. The district will be	1 student did not meet the state income criteria and was funded by the district  Extra time was provided to support teacher collaboration and planning.	Classified Salary and Benefits 2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$2,300	Classified Salary and Benefits 2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$6,000

moving toward integration of early childhood education programs.

All other expenses were covered by First Five and CDE State Pre-School funds.

Supplemental Materials and Supplies 4000-4999: Books And Supplies  
Supplemental/Concentration  
\$25,000

Program Fees 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration  
\$4,000

Certificated Salary and Benefits (Summer School) 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits  
Supplemental/Concentration  
\$2,500

### Action 3

#### Planned Actions/Services

Maintain the additional 15 Minutes of Instructional Time. This service supports instructional strategies that allow for more individual attention for low income, foster youth, and English learners

#### Actual Actions/Services

Bell schedules and time accounting audits show this area was met daily.

#### Budgeted Expenditures

Salaries and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits  
Supplemental/Concentration  
\$110,000

#### Estimated Actual Expenditures

Salaries and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits  
Supplemental/Concentration  
\$110,000

### Action 4

#### Planned Actions/Services

Support materials as needed to supplement the instructional needs in the classroom to ensure that sub groups are able to accelerate their learning to close the achievement gap.

#### Actual Actions/Services

All supplemental books, additional copies, and supplies were purchased as requested by teachers to assist them in supporting quality instruction.

Supplemental science materials were purchased to help with the transition to new NGSS

#### Budgeted Expenditures

Supplies and Materials 4000-4999: Books And Supplies  
Supplemental/Concentration  
\$15,000

#### Estimated Actual Expenditures

Supplies and Materials 4000-4999: Books And Supplies  
Supplemental/Concentration  
\$6,500

Supplemental materials for Transitional Kindergarten were provided to the TK teacher.

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain Class Size Reduction by continuing to employ 4 additional teachers as identified by parents, students, and teachers through LCFF feedback and surveys. This service supports instructional strategies that allow for more individual attention for low income, foster youth, and English learners	Average class size was 22 in TK - 8th grade classes.	Salaries and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$330,000	Salaries and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$330,000

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Staff Development focusing on the needs of new teachers and staff to ensure new teachers have the support and training necessary for working with subgroups and their unique needs.	3 Support Providers were paid stipends  5 teachers participated in the KCSOS Teacher Induction Program (formerly BTSA)  3 teachers participated in the Intern Support Program	Extra Time and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$5,000  Contract with KCSOS for BTSA 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$20,000	Extra Time and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$4,500  Contract with KCSOS for Teacher Induction 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$17,000

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain the position that incorporates band and a co-teacher in the science, nutrition/math, garden and library labs will continue.	Approximately 12 classes/week use the library	25% of Salary and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$28,000	Salary and Benefits LCFF 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$26,000
	Pre-K - Kindergarten classes participate in music once a week (25 students)		
	42 students participated in band classes, meeting 2/week	75% of Salary and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Title 1 \$75,000	Salary and Benefits Title I 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Title 1 \$75,000
	Approximately 12 classes/week visit the Science lab		
	Approximately 10 classes/week use the Nutrition/Math Lab	Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$16,000	Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$3,000
	All requested supplies and materials were purchased and provided		

## Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase and provide support for technology and maintain a replacement fund with an emphasis to support low income, foster youth, and English Learners that may not have access to internet or wi-fi at home.	100 Chromebooks were purchased allowing students in TK/K and 1st grades to a device for every student, now whole school is 1 to 1. Additional devices are used to replace devices needing repair.	Technology 4000-4999: Books And Supplies Supplemental/Concentration \$50,000	Technology 4000-4999: Books And Supplies Supplemental/Concentration \$39,000
	Approximately 5% of devices needed repair not covered by the device warranty.		Integration Support 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$1,000
	GoGuardian allowed administration to monitor student activity while on the Chromebooks.		

Integration services allowed daily updates between Illuminate (data analysis) and Infinite Campus (Student Information System)

## Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Expanding and support for the AVID Elementary Program. This program has been proven to provide additional support for subgroup students by teaching them skills necessary for exceeding in elementary, middle, high schools and beyond. This program includes: curriculum, Professional Development (Conferences, workshops, collaborative planning), and development and monitoring of a school AVID plan. 3rd Grade will be added	11 Staff members attended AVID Summer Institute (June, 2017)	Extra Time and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$15,000	Extra Time and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$4,000
	10 Staff Members attended the AVID National Conference		
	Monthly AVID Site Team meetings were held with 5 members	Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$10,000	Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$7,800
	All 3rd - 8th grade classes implemented AVID this school year.	Professional Development (Conferences and Workshops) 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$25,000	Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$26,000
	85% of teachers attended AVID instructional PD during the Westside Summer Institute. 2 of our teachers were presenters.	Contracts 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$10,000	Contracts 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$3,000
	Supplies included planners, college incentives, and college visits: 4th and 5th visited Shafter High School, 6th Grade visited CSUB, 7th Grade Visited Cal Poly SLO, 8th Grade Visited UCLA		Transportation Costs 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$3,000

## Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continued implementation of expanded learning programs which may include before school and summer programs. Programs will focus on hands-on learning to extend the curriculum taught during the regular school day. Activities may include (but are not limited to): coding, robotics, music, 4-H, cooking, academic support, dance, fitness, etc. In addition to providing transportation for after school programs. If identified as feasible, transportation will also be provided for Summer School. Incentives will be offered for students that meet attendance criteria. Priority will be given to low income and EL students.	<p>9 programs were offered throughout the school year meeting 2 days/week for approximately 3/4 of the school year.</p> <p>5 programs offered academic support, 4 offered extension activities.</p> <p>Approximately 12 students attended each offering.</p> <p>Programs were offered based on staff availability. All staff and community members who requested to run an after school program were given the opportunity.</p> <p>5 teachers taught summer school with approximately 20 students per class. Transportation was provided for all students who requested to attend.</p>	Extra Time and Benefits for Academic Support 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Title 1 \$10,000	Extra Time and Benefits for Academic Support 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Title 1 \$5,500
		Extra Time and Benefits for extension activities 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$7,000	Extra Time and Benefits for Extension Activities 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$18,000
		Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$15,000	Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$2,000
		Extra time for bus driver 2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$10,000	Extra Time for Bus Driver 2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$2,000
		Transportation costs 5700-5799: Transfers Of Direct Costs Supplemental/Concentration \$10,000	Transportation Costs 5700-5799: Transfers Of Direct Costs Supplemental/Concentration \$7,000



# 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.

Based on stakeholder (parents, staff, and students) input and preliminary test scores, we are having a positive impact on student academic growth. We believe this is due to the effective implementation of the actions listed in this plan during the 2018-19 school year. Therefore, all of these actions will continue to be implemented during the 2019-20 school year. As we continue to focus on the activities with the greatest impact on our students, we will not be adding any additional actions in this goal.

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

Our academic growth over the past 5 years and the continued satisfaction rating from our stakeholder surveys demonstrate that the actions/services listed are having a positive impact on our students.

Based on parent, staff, and student survey results, local benchmarks, and preliminary test results we believe that actions 1, 7, and 9 will directly contribute to the continued academic success for our students.

Action 1: Staff development provided before school and throughout the school year have focused on strategies for teaching to the math standards which has led to significant increased gains in our math scores. This goal will be continued with a focus on strategies for teaching to ELA standards, the use of instructional technology tools, and effective implementation of AVID instructional strategies.

Action 7: Our Science and Nutrition labs are unique programs for a small school district. The coordinator/teacher in these areas has helped support teacher in using these labs, and helped us transition to the Next Generation Science Standards (NGSS) ahead of other schools of similar size. She has participated in several training opportunities and shared that information with classroom teachers for their planning and curriculum alignment. She also facilitates with the teachers to provide NGSS lessons and activities in the classroom and science lab.

Action 9: Based on feedback from our surveys and AVID student evaluations, the AVID Elementary implementation for our 3rd - 8th grade students has proven very successful in preparing our students for success in high school, college, and/or their career. Our focus areas continue to be effective implementation of note-taking, organization, and understanding the inquiry process. These areas helped our students learn organization, self-confidence, and what it takes to have success at higher levels of thinking. This program will expand next year to include TK - 2nd grades and continue on in 3rd - 8th, making us a true AVID School-wide Program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

All of our actions were addressed to the fullest extent possible, still most were below the budgeted amounts. Appropriate adjustments will be made for 2019-20

Action 1: Overall the budgeted amount for this action was under spent for LCFF, but was met for Title I and the Gates Foundation Grant. All requested PD opportunities were granted for certificated and classified staff members. A limited number of substitutes decreased our ability to look for additional professional development opportunities. As subs are available, additional opportunities will be searched for.

Action 2: Costs were mostly covered by the State Preschool grant we received. Only one student did not meet the fiscal requirements to be covered by the grant. Summer school was provided for Pre-School students.

Action 4: All requested and identified items were provided.

Action 7: Supplies for these programs were not required as planned, but the amount of classes using these services exceeded expectations. All requested supplies and materials were purchased and provided

Action 8: Most of the devices were new and our breakage rate was below expected amounts

Action 9: AVID was fully implemented in grades 3rd - 8th. All required trainings were provided and additional staff attended the National Conference. Part of this program and training were funded with Title I.

Action 10: Programs were offered based on staff availability. All staff and community members who requested to run an after school program were given the opportunity. Transportation was provided for all after school programs and summer school.

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.

Based on preliminary state assessment results (CAASPP and ELPAC) our students are making significant growth due to the systems we have implemented. Our data and feedback from our stakeholders has shown the district that we are moving in the right direction with what we are currently doing. There will be minor adjustments to our LCAP, but there is not a need to make major changes.

Actions 3, 5, 6, 7 will remain unchanged

Action 2-The school board will be reviewing early education programs to determine program structure and the funding structure in June. Possible changes will be implemented in the 20-21 school year. No changes are anticipated in the 19-20 school year.

Changes will be made to the following actions:

Action 1- Based on feedback from staff and the academic success we are experiencing, our focus for PD will be AVID, CA Ed Partner's, standards based instruction, educational technology, and the new HSS implementation (page 44)

Action 4-The district will be adopting History/Social Science Textbooks in the 19-20 school year. This will require additional funds for training and supplemental materials as we make the transition to the new materials. (page 49)

Action 8- Network and device security will be added to provide protection for student devices (page 54)

Action 9-TK-2nd grade will added to our AVID implementation, including required trainings and necessary supplies and materials. (page 55)

Action 10-Our grant with CSUB will be ending and the district will fully fund Summer School. Additional funding will be allocated for Summer School. School Site council has requested a review of the system for after school programs to encourage students to attend academic offerings. An incentive system will be budgeted for and implemented. (page 57)

# Annual Update

LCAP Year Reviewed: **2018-19**

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

## Goal 2

Maintain a school climate that is conducive to learning

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 5: Pupil Engagement (Engagement)  
                             Priority 6: School Climate (Engagement)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected

### Metric/Indicator

Priority 1: Basic Services addresses the degree to which:

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

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

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rate: N/A for a K-8 district
- E. High school graduation rate: N/A for a K-8 district

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

- A. Pupil suspension rates;

Actual

### Priority 1

A. Reports filed with Kern County Superintendent of Schools office confirmed that 100% of our teachers were appropriately assigned and fully credentialed. Of the 21 classroom teachers on campus we had 1 with a Provisional Internship Permit (PIP) credential, 2 with a Short Term Staff Permit (STP) credential.

B and C. Report from the Williams Visitation conducted in August, 2018 show that all students have been provided current, standards based, instructional materials in the core subjects and we received an Exemplary rating on the FIT report.

### Priority 5

A. CALPADS, P1, and P2 reports show that school attendance rates are currently at 95%.

B. The 2018 California School Dashboard shows the district earned a Blue ranking for a status of 4.2% Chronically Absent and a 9.6% decline.

C. The Middle School Drop Out Rate remains at 0.

D. High school dropout rate: N/A for a K-8 district

## Expected

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

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

### 18-19

#### Priority 1

Reports filed with the Kern County Superintendent of Schools office will continue to confirmed that 100% of our teachers meet state requirements.

Williams Visitation reports will continue to show that all students have been provided current, standards based, instructional materials in the core subjects and an Exemplary rating on the FIT report.

#### Priority 5

CALPADS, P1, and P2 reports will continue to show that school attendance rates are at or above 95% and the Chronic Absenteeism rate is below 10% and decreasing annually.

The Middle School Drop Out Rate will remain at 0.

High school dropout rate: N/A for a K-8 district

High school graduation rate: N/A for a K-8 district

#### Priority 6

As measured by our Student Information System (Infinite Campus), the referral rate and suspension rate will be below 1% and the expulsion rate will remain at 0.

CHKS or local survey results will continue to demonstrate that a minimum of 70% of students enjoy school, feel safe at school, and feel the expectations are high.

#### Priority 8

Physical Fitness Scores will continue to be at or above the state average: (recorded as % in Healthy Fitness Zone)

## Actual

E. High school graduation rate: N/A for a K-8 district

#### Priority 6

A. On the 2018 California School Dashboard the district earned a Blue ranking for a status of .3% and .8% decrease.

B. No students were expelled

C. Based on student survey's 77.7% enjoy school (increased .7%) , 78.3% feel safe at school (increased 1.3%) , and 90.3% feel academic expectations are high (increased 4%).

#### Priority 8

During the 17-18 school year, Physical Fitness Scores were: (recorded as % in Healthy Fitness Zone)

Area Assessed	5th	7th
Aerobic Capacity	75.7	63.2
Body Composition	56.8	36.8
Abdominal Strength	94.6	92.1
Trunk Extension	94.6	94.7
Upper Body Strength	78.4	81.6
Flexibility	86.5	100

## Expected

## Actual

### Baseline

#### Priority 1

Reports filed with the Kern County Superintendent of Schools office confirmed that 100% of our teachers meet state requirements.

Reports from the Williams Visitation conducted in September of 2016 show that all students have been provided current, standards based, instructional materials in the core subjects and we received an Exemplary rating on the FIT report during the September, 2015 school site visit by the Williams Team. No findings or deficiencies were found with this visit or in the subsequent report.

#### Priority 5

CALPADS, P1, and P2 reports show that school attendance rates are currently at 95.3%. The Chronic Absenteeism rate is 9%.

The Middle School Drop Out Rate remains at 0.

High school dropout rate: N/A for a K-8 district

High school graduation rate: N/A for a K-8 district

#### Priority 6

As measured by our Student Information System (Infinite Campus), the referral rate was 5%, the suspension rate was 1%, and the expulsion rate was 0.

Based on student survey's 73% enjoy school, 77% feel safe at school, and 87% feel academic expectations are high.

#### Priority 8

During the 15-16 school year, Physical Fitness Scores were: (recorded as % in Healthy Fitness Zone)

	5th	7th
Aerobic Capacity	81	80
Body Composition	45.2	50



Expected			Actual		
Abdominal Strength	78.6	77.5			
Trunk Extension	100	95			
Upper Body Strength	85.7	90			
Flexibility	78.6	77.5			

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The PBIS model will continue to be implemented to maintain the low suspension and referral rates specifically for students who are identified as low income or EL.	Based on data from our SIS, referral and suspension data remain below 5%. The PBIS committee met quarterly during the school year to monitor data, discuss modifications to the PBIS system, and plan reward trips and events. BEEP store and other opportunities were available at least every other week for students to redeem BEEP tickets for rewards.	Supplies 4000-4999: Books And Supplies Foundation \$2,000  Extra Time and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$1,200	Books and Supplies 4000-4999: Books And Supplies Foundation \$2,000  Extra Time and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$300

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Award trips and transportation for trips to motivate students to attend school, maintain good behavior, and excel academically.	Quarterly award trips and on campus activities were provided for all 4 quarters of the school year. The trips included Condor's Hockey, Taft Movie Theater, Rollerama, and Camelot Park.	Extra Time and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$1,300	Extra Time and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$0

Approximately 140 students per quarter qualified to attend these trips. Students with perfect attendance earned participation in on campus activities such as popcorn and a movie, pizza, ice cream, and bingo and cookies. Approximately 60 students per quarter participated in these events.

Transportation 5800:  
Professional/Consulting Services  
And Operating Expenditures  
Supplemental/Concentration  
\$5,000

Transportation 5800:  
Professional/Consulting Services  
And Operating Expenditures  
Supplemental/Concentration  
\$500

Entrance Fee's 5000-5999:  
Services And Other Operating  
Expenditures  
Supplemental/Concentration  
\$5,000

Entrance Fee's 5000-5999:  
Services And Other Operating  
Expenditures  
Supplemental/Concentration  
\$3500

Supplies 4000-4999: Books And  
Supplies  
Supplemental/Concentration  
\$5,000

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

### Action 3

#### Planned Actions/Services

The district will maintain all school facilities in good repair, as determined by the FIT report and will create a plan to prioritize modernization and site repair work to provide opportunities in each classroom. Including additional drinking fountains and/or drinking stations.

#### Actual Actions/Services

The FIT report determined 100% of the campus clean and safe. The district is still in the process of finding local companies that provide drinking stations.

#### Budgeted Expenditures

Maintenance Base 5000-5999:  
Services And Other Operating  
Expenditures Base \$60,000

#### Estimated Actual Expenditures

Maintenance Base 5000-5999:  
Services And Other Operating  
Expenditures Base \$0

### Action 4

#### Planned Actions/Services

Student Attendance  
  
Positive attendance letters will be sent home  
Truancy letters will be sent home

#### Actual Actions/Services

Truancy letters were sent home quarterly. A staff member from the Resource Center was assigned to mailing letters and making phone calls home when identified chronic students were absent as well as

#### Budgeted Expenditures

Supplies 4000-4999: Books And  
Supplies  
Supplemental/Concentration  
\$4,000

#### Estimated Actual Expenditures

Supplies 4000-4999: Books And  
Supplies  
Supplemental/Concentration  
\$200

Superintendent will work with the KCSD to address attendance issues  
Students with Perfect Attendance each quarter will participate in on-campus activities

Superintendent and Assistant Superintendent will work with KCSOS Americorp Program to support families identified with poor attendance or personnel to support and provide resources for families of students struggling with attendance

providing support when a basic need of the family was identified. Some of these students demonstrated growth in their attendance and were able to participate in an attendance activity at the end of the school year. Students with perfect attendance earned participation in on campus activities such as popcorn and a movie, pizza, ice cream, and bingo and cookies. Approximately 60 students per quarter participated in these events.

Contract with KCSOS 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$14,000

Classified Salary and Benefits 2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$500

## Action 5

### Planned Actions/Services

School Nurse will be maintained to support student health to ensure students are able to attend school and focus on learning. This service supports meeting the identified needs of students who are low income and EL's who may not have access to other forms of health and/or dental care.

### Actual Actions/Services

A school nurse, assigned by KCSOS, was on campus as needed to provide required screenings including information needed to assess students for tri-annual and initial IEP's.

### Budgeted Expenditures

Contract with KCSOS 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$12,000

### Estimated Actual Expenditures

Contract with KCSOS 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$5200

## Action 6

### Planned Actions/Services

School Psychologist will be maintained to coordinate RtI, PBIS, and SST meetings. This position will also provide mental health support to students in need of basic counseling support to

### Actual Actions/Services

The school psychologist coordinated all RtI testing and monitoring, SST Meetings, and PBIS activities. The BEEP store was offered every other week for students to use their BEEP tickets,

### Budgeted Expenditures

50% of Salary and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits

### Estimated Actual Expenditures

50% of Salary and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits

eliminate mental health barriers of learning. This service supports meeting the identified needs of students who are low income and EL's who may not have access to other forms of mental health care.

BEEP raffles were held monthly during the school year. All students were tested 3 times during the year using the AIMSWeb Plus assessment, results were used to determine RtI groups. Approximately 25 students were given access to basic counseling to help eliminate barriers of learning; of the 25 students, 15 were unduplicated pupils including 2 homeless students. The Student Study Team held 4 meetings this year addressing the academic needs of approximately 15 students per meeting.

Supplemental/Concentration  
\$55,000

Supplemental/Concentration  
\$56,500

## Action 7

### Planned Actions/Services

Physical Fitness and healthy eating will be a component of maintaining a healthy lifestyle through teaching, modeling, use of garden, and PE instruction

### Actual Actions/Services

All classes exceeded required minutes for PE through daily instruction in Physical Education. This assisted our students in exceeding state and county results for Physical Fitness.

### Budgeted Expenditures

Supplies and Materials 4000-4999: Books And Supplies  
Supplemental/Concentration  
\$10,000

### Estimated Actual Expenditures

Supplies and Materials 4000-4999: Books And Supplies  
Supplemental/Concentration  
\$2,000

## 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.

Based on attendance, discipline, and survey data Actions 1, 2, 5, and 6 were fully completed.

Action 3 was partially completed and will be continued as the district tries to find a suitable provider of drinking stations.

Action 7: The Physical Fitness component through PE instruction was implemented, the garden component was taken over by the Parent Club due to the completion of the Healthy Schools grant in the 16-17 school year.

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

According to the California School Dashboard the district earned a Blue ranking for Chronically Absent with a status of 4.2% and a 9.6% decline. A blue ranking was also earned for Suspension Rate for a status of .3% and .8% decrease. Referrals and suspensions remain at or below 5%. Based on student survey's 77.7% enjoy school, 78.3% feel safe at school, and 90.3% feel academic expectations are high. Based on parent survey's 87% said their children enjoy school, 85% feel the school provides a safe environment, 80% believe their children are being prepared for success in High School, College, and/or their career. While our discipline data remains low, there was an increase in referrals and suspensions this year. We will be revisiting PBIS implementation to ensure we are providing a positive and safe environment for all of our students. Our Physical Fitness scores exceeded the county and state averages. We believe that actions 1, 2, 6, and 7 directly contributed to the results listed above. Action 1 and 6: The PBIS program and school psychologist had an impact on the low referral and suspension rates through focusing on positive behaviors and offering support for students who needed extra support. Action 2: The 4 quarterly award trips for academic excellence and school activities allowed approximately 140 students per quarter to be recognized for academic excellence and perfect attendance. Action 7: Students were encouraged to maintain a healthy lifestyle this year through several programs including: Daily Physical Education classes taught by a certificated Physical Education teacher, access to the Nutrition/Math Lab for cooking healthy snacks, after school clubs that focused on cooking, and daily healthy fruits and vegetables during recess break.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1: PBIS was fully implemented, all reward activities and opportunities were provided. The PBIS committee will be revisiting the plan and implementation in the fall of 19-20.

Action 2: Quarterly trips were taken within the Bakersfield vicinity, so were not as expensive as planned. All planned trips were taken during the school day so staff did not require additional pay, this will be removed in 19-20.

Action 3: The district is in the process of identifying a local vendor that can provide school suitable drink stations.

Action 4: Due to lack of availability of Americorp staff, the service was provided by the Buttonwillow Resource Center staff at a lower rate than budgeted for.

Action 5: All required nursing services were met, time allotted was not necessary to meet required services

Action 6: A new Psychologist was hired that came in with more units than planned for.

Action 7: This was a transition year from the Healthy Families grant to more of a fitness/Physical Education focus. Parent Club took over the garden. This will be adjusted in the 19-20 budget.

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.

Actions 1, 2, 5, and 6 will remain unchanged

Action 3 will remain unchanged if a vendor is available to provide suitable equipment and locations can be found that can support the equipment

Action 4 will be adjusted to accommodate the loss of the Americorp Aide and still continue to provide support for our Chronic Students (page 67)

Action 7 will be adjusted to focus on supporting our school garden and Physical Education program as we move away from the completion of the Healthy Families Grant (page 71)



# Annual Update

LCAP Year Reviewed: **2018-19**

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

## Goal 3

Increase parent engagement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected

### Metric/Indicator

Priority 3: Parental Involvement addresses:

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

Actual

Priority 3:

A. Parent survey results show that 80% of families attended 1 or more family nights. (Increase of 4%)

Sign-in sheets for all school/family events show approximately the same number of families in attendance as the previous year.

Survey results show that 37% of parents volunteered in their child's classroom (same as last year)

Opportunities were provided for parents to attend 10 field trips including college visits, grade level trips, and reward trips. Approximately 8 parents participated with each trip.(Increased by average of 3 parents)

4 Family nights, 6 days of parents conferences, LCAP Taco Night, Back-to-School, and Open House were offered to all families

B. In addition to part A. parental participation for unduplicated pupils is promoted by offering meetings at a variety of times and all notifications/invitations/meetings were available in English and Spanish through oral translators and written translations.

C. Parents of students with exceptional needs were given the opportunity to provide input at the LCAP Taco Night and through the parent survey, no specific feedback was received from these parents.

## Expected

### 18-19

#### Priority 3:

We would want to see our parent participation (including all parents of students with exceptional needs and those in the unduplicated count) rate increase by 3% as identified by sign in sheets and responses on the Parent Survey (73% participation rate). Parents of students with exceptional needs will be asked to complete additional questions related to the unique needs of their students. Participation increase will include sign in sheets from family night events, returned Parent Survey's, and parent conference attendance.

Maintain the percentage of families attending at least one family night event (80%)

Increase the number of parents who volunteer in their child's classroom by at least 3% (48%).

Provide opportunities for at least 30 parents to attend field trip and award trip activities.

6 Family Events will be offered

6 Family Events will be offered

### Baseline

#### Priority 3:

Approximately 65% of families completed the Parent Survey.

80% of our parents attend at least one family night events,

40% have volunteered in their child's classroom.

Approximately 5 parents attended a field trip

5 Family Events were offered

## Actual

## Actions / Services

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

## Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Parent Engagement</p> <p>The phone, email, and text parent communication system will continue to be used to communicate parent events. A bullying notification form will be added to the school website for student and parent access</p> <p>Student incentives will be given to individual students and classrooms who have the greatest percentages of parents attend</p> <p>Parent classes will be offered in connection with the Family Resource Center including ESL for the community, if available and there is an interest by community members.</p> <p>Provide opportunities for parents to attend field trips and award trips with students and staff.</p>	<p>All school events and communications were sent via phone, email, and text to all identified parents/guardians in their identified home language as well as posted on the district app, Facebook page, and Twitter feed</p> <p>Incentives were provided for families that attended each of the parent nights.</p> <p>ESL classes were not requested in the 18-19 school year.</p> <p>Parents were invited to attend all school trips this year including AVID college visits, grade level field trips, and reward trips. Opportunities were provided for parents to attend 10 field trips. Approximately 8 parents attended each trip.</p>	<p>Supplies 4000-4999: Books And Supplies Supplemental/Concentration \$6,000</p> <p>Entrance Fees for Parents 4000-4999: Books And Supplies Supplemental/Concentration \$1,000</p>	<p>Supplies 4000-4999: Books And Supplies Supplemental/Concentration \$3200</p> <p>Professional Services 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$3400</p> <p>Entrance Fees for Parents 4000-4999: Books And Supplies Supplemental/Concentration \$300</p>

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Parent/family nights with incentives for math/reading/science, AVID, bullying and school safety, technology safety, cooking, and</p>	<p>4 family nights were offered focusing on AVID, Reading, Math, and Science. According to parent survey results, 80% attended at</p>	<p>Extra Time and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits</p>	<p>Extra Time and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits</p>

positive parenting will be offered to give families of low income students and EL students an opportunity to see that education can be fun and activities can be continued at home.

least on Family Night. Incentives were given away at all 4 events. Parent Club offered a session focusing on Vaping: Signs and Concerns for Parents

Supplemental/Concentration  
\$5,000

Instructional Supplies 4000-4999:  
Books And Supplies  
Supplemental/Concentration  
\$1,000

Supplemental/Concentration  
\$1500

Supplies and Materials 4000-4999: Books And Supplies  
Supplemental/Concentration  
\$700

### Action 3

#### Planned Actions/Services

Interpreters for parents when attending meetings and school activities so EL parents can fully participate in school events

#### Actual Actions/Services

Oral translations were provided for all parent meetings including: Family Nights, Parent Conferences, LCAP Taco Night, Rtl Parent Meetings, etc. Written translations were provided for all written notifications that were sent home.

#### Budgeted Expenditures

Extra Time and Benefits 2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits  
Supplemental/Concentration  
\$1,500

#### Estimated Actual Expenditures

Extra Time and Benefits 2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits  
Supplemental/Concentration  
\$1000

### Action 4

#### Planned Actions/Services

Provide a stipend for certificated coordinator of the Parent Advisory committee and a parent coordinator to lead the committee that plans, implements, and evaluates parent activities. This position will be evaluated annually.

#### Actual Actions/Services

Certificated coordinator planned and monitored the 4 family nights listed in Action 2. Stipend was paid according to the teacher contract. Parent coordinator position was not filled during this school year.

#### Budgeted Expenditures

Stipend 1000-1999: Certificated Personnel Salaries  
Supplemental/Concentration  
\$1,500

Stipend 2000-2999: Classified Personnel Salaries  
Supplemental/Concentration  
\$1,200

#### Estimated Actual Expenditures

Stipend 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits  
Supplemental/Concentration  
\$1500

Stipend 2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits  
Supplemental/Concentration \$0

# Analysis

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

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

Based on time sheets, sign in sheets, and attendance data Actions 1, 2, and 3 were fully implemented this year.

Action 4 was partially met due to the fact that the classified position was not filled at this time.

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

Family participation in school events increased by approximately 5%. Actions 1 and 2 directly contributed to this growth.

Action 2 and 3 provided a variety of opportunities for our parents to engage with school staff and better understand what the school is focusing on with translation being offered in their primary language.

The bullying report feature was added to the district app and website, giving students the opportunity to report issues on campus.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1: Communication systems were moved from supplies to Professional Services based on feedback from our fiscal reviewer.

Action 2: The number of Family nights was equivalent with the capacity of our staff.

Action 3: A classified staff member was not available to work for the stipend

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.

Actions 1, 3, and 4 will remain as is.

Action 2 will be adjusted based on feedback from the SSC/DELAC to include training for parents on School Safety procedures and vaping, in addition to bullying, healthy cooking, and parenting skills. As the capacity of the certificated staff has been reached, we will work with the Parent Club and Resource Center to provide additional offerings in the future. (page 77)

# 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?

Staff members have been involved in the process throughout the school year. As a small district with an open door policy many conversations occur during the weekly PLC meetings (credentialed staff), monthly staff meetings, and with the district/school leadership team.

Specific LCAP meetings occurred on:

May 2, 2019---District/School Leadership Team---Academic goal setting, reviewed LCAP Goal 1 Actions and Accomplishments

May 8, 2019---Buttonwillow Teachers Association (BTA)---School wide Needs/Vision, review current progress toward LCAP Goals and Actions.

Credentialed staff provided feedback regarding the direction of the district and items for "Diving Deeper" next year.

March 28, 2019--Parent Meeting--School wide needs

At the parent meeting there were 17 parents that signed into the meeting. All parents that attended the meeting primarily spoke Spanish, the meeting was translated. Accomplishments (including CAASPP, ELPAC, and PFT data) were shared with parents as well as an update of progress on 18-19 LCAP goals and activities. Parents were asked for their suggestions and comments, these were recorded and presented to the board on May 12, 2019. Parents were also asked why they felt attendance was lower this year, they believed that the school had implemented the items requested in the past and that parents were happy with the actions of the school and the progress of their students.

April 4, 2019---Parent Surveys

Parent surveys were given to all parents at the school. Parents were given several opportunities to complete the survey online or on paper over a one week period.

Approximately 75% of our parents completed the survey. 86% agreed or strongly agreed that the learning environment of the school is improving, 84% agreed or strongly agreed that the school provided a safe environment, 87% also agreed or strongly agreed that their child likes school. The lowest areas of the survey were 25% whose students did not participate in extra curricular activities and 75% that have not volunteered on campus this year.

#### May 8, 2019---Staff Surveys---School Climate

The annual staff survey were completed by certificated staff online and classified staff on paper. The survey was available for two weeks.

37 staff members completed the survey (11 classified, 26 certificated members). 100% agreed or strongly agreed that the district is providing a high quality education for students. 5.4% did not agree that our school is moving students toward English proficiency, 86.5% agree that absenteeism is adequately being addressed. 100% of respondents agreed or strongly agreed that they help plan, implement and evaluate instructional materials, strategies and programs. 96% agree that parents are valued as an important partner in their child's education.

#### May 8, 2019---Student Surveys

Student surveys with a 2-point scale were conducted of all 3rd through 8th grade students. The survey was available for 1 week and students were given an opportunity during class time to complete the survey while at school.

175 Third through Eighth grade students responded to the survey. 94% agreed that the school provides a good education for them. 78% feel safe at school, 70% felt that their school was in good condition, and 92% said the school has teachers, principals, and other adults that care about them.

#### May 21, 2019---School Site Council/DAC/DELAC Representatives

SSC/DELAC Members requested the addition of Parent Trainings for school safety and school procedures in case of an emergency. They also requested students be encouraged to attend academic after school programs and that a gardening club be introduced.

June 10, 2018-Survey Results and Summary of Findings from surveys and LCAP Taco Night were presented to the School Board. The board requested a parent training for Vaping be added based on events that occurred this year.

#### June 10, 2019---LCAP and Budget Public Hearing.



## Impact on LCAP and Annual Update

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

Feedback from parents (in person and surveys) included:

More Academic Classes after school

Uniforms

Teachers focusing on the behavior of one student instead of the whole class

Drinking Fountains

English Classes for Parents

Offering Meetings at a Variety of Times

Parking Lot Issues

Items that were addressed are reflected in the Annual Update and actions aligned to LCAP Goal 1, Action 10, Page 57; Goal 2, Action 3, Page 67; Goal 3, Action 2, Page 77

Feedback from SSC/DELAC included:

Looking for ways encourage students to attend academic programs after school

The addition of Parent Training for school safety and school procedures in case of an emergency.

These are reflected in the Annual Update and actions aligned to LCAP. These have been added to Goal 3, Action 2, Page 77; Goal 1, Action 10, Page 57

There were not any items requested that were not included in the Annual Update.

Feedback from the Board included:

Changing the wording of Goal 1 from "all students" to "all student groups"

Adding Information on Vaping to parents trainings

These are reflected in the Annual Update and actions aligned to LCAP Goal 1, Page 39; Goal 3, Action 2, Page 77

Feedback from student surveys included:

More Academic and Career focused After School Programs

Focus on challenging them academically (reading and math)

These are reflected in the Annual Update and actions aligned to LCAP Goal 1, Action 10, Page 57; Goal 1, Action 1, Page 44, Goal 1, Action 9, Page 55

Feedback from staff and Buttonwillow Teachers Association (in person and surveys) included:

Continuing the Ed Partner's Work, adding ELA

Continuing to address Chronic Absenteeism

Continued training for Parents as Partner's in our students education

Digital Citizenship for staff and students

These are reflected in the Annual Update and actions aligned to LCAP Goal 1, Action 1, Page 44; Goal 2, Action 4, Page 67; Goal 3, Action 2, Page 78

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

## Goal 1

Increase academic achievement in the core areas for all student groups, including students with disabilities and unduplicated pupils.

### State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Identified Need:

Based on Survey Data, Classroom Walk-Through Data, Scheduling Data, and State Assessment results the following areas of need were identified:

Priority 2:

Based on classroom walkthrough data, while 100% of classes are using standards based instruction and providing daily ELD, there is an identified need for going deeper with Designated ELD, Integrated ELD, and a standards-based instructional focus in ELA and Math

Priority 4:

CAASPP: Based on preliminary Smarter Balanced Assessment results, student performance increased from the 17-18 state assessment results. In ELA, there is an average increase of 10.5 points in Distance from Standard. In Math, there is an average increase of 35 points in Distance from Standard. In ELA, 24% of students performed at or above grade level. In Math, 27% of students scored at or above grade level, while two grade levels had more than 50% of their students score at or above grade level. Both ELA and Math remain below 0 in Distance from Standard (grade level).

ELPAC: The California Dashboard did not assign a color for EL Progress, but did provide data from the 17-18 administration of the Summative ELPAC. Based on the 17-18 Summative ELPAC results, 31.8% scored Well Developed and 36.4% scored Moderately Developed. Based on these scores and CAASPP scores, 14 students met the criteria for reclassification. 16% of EL's in grades 4th - 8th are classified as LTEL, 9% are classified as At Risk for becoming an LTEL. This data, student survey data (77% agree that EL's are being taught English as quickly as possible) and staff survey data (95% agree) results demonstrate that we are making progress with our EL students and the strategies that are being used to move them toward English Proficiency are working, but remain a focus.

#### Priority 7:

Based on scheduling reports, A. 100% of students had access to all required courses, in addition all EL students received daily instruction in ELD, and all students exceeded the required number of minutes for Physical Education, and B. Special Education services as written in their IEP's.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Priority 2: Implementation of State Standards addresses: A. The implementation of state board adopted academic content and performance standards for all students, which are: a. English Language Arts – Common Core State Standards for English Language Arts b. Mathematics – Common Core State Standards for Mathematics c. English Language Development</p>	<p>Priority 2: Based on classroom walkthrough data, as measured by the C3 tool, 100% of classrooms implement CCSS on a daily basis. Data also shows that ELD instruction is provided daily for 100% of EL identified students. 75% of the time these lessons include research based strategies that incorporate the ELD standards. 3 days of training focusing on ELD</p>	<p>Priority 2: Common core implementation as measured by classroom walkthroughs, will be maintained at 100% implementation, including analysis of CA academic and performance standards. There will be a 5% increase in instruction provided at DOK levels 3 or above. Staff will begin to understand and incorporate NGSS standards in all grades during 25% of their</p>	<p>Priority 2: Common core implementation as measured by classroom walkthroughs, will be maintained at 100% implementation, including analysis of CA academic and performance standards. There will be a 5% increase in instruction provided at DOK levels 3 or above. Staff will begin to understand and incorporate NGSS standards in all grades during 50% of their</p>	<p>Priority 2: Common core implementation as measured by classroom walkthroughs, will be maintained at 100% implementation, including analysis of CA academic and performance standards. There will be a 5% increase in instruction provided at DOK levels 3 or above. Staff will begin to understand and incorporate NGSS standards in all grades during 100% of their</p>

Metrics/Indicators	Baseline		2017-18		2018-19		2019-20	
f. History-Social Science h. Physical Education Model Content Standards i. Next Generation Science Standards j. Visual and Performing Arts B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.  Priority 4: Pupil Achievement as measured by all of the following, as applicable: A. Statewide assessments; D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT; E. The English learner reclassification rate; B. Academic Performance Index N/A for a K-8 district	strategies and standards was provided in August of 2016, 93% of teachers attended this training. Implementation of the ELA/ELD framework remains at partial stages as measured classroom observations.  Priority 4:  Student performance increased by 4% from the 2015-16 state assessment results.  Pupil Achievement Achieved in 2015-16  CAASPP Assessments (% meeting or exceeding the standard)  ELA% Math% Science% LEA 11 Hispanic 11 White 19 SED 11 EL 14		science instruction. As standards are updated in other core subjects, instruction and curriculum will be aligned.  100% of all EL students receive daily instruction in ELD with EL aligned materials during designated EL instructional time.  Priority 4:  Improvements as measured by State and local assessments will be seen in each area. 3% increases are expected.  Pupil Achievement Expected Smarter Balanced Assessment (% meeting or exceeding the standard)  ELA% Math% Science% LEA 14 Hispanic 14		science instruction. As standards are updated in other core subjects, instruction and curriculum will be aligned.  100% of all EL students receive daily instruction in ELD with EL aligned materials during designated EL instructional time.  Priority 4:  Improvements as measured by State and local assessments will be seen in each area. 3% increases are expected in proficiency and 10 points of growth in Distance from Level 3.  Pupil Achievement Expected Smarter Balanced Assessment % meeting or exceeding the standard  ELA% Math% Science% LEA 17		science instruction. As standards are updated in other core subjects, instruction and curriculum will be aligned.  100% of all EL students receive daily instruction in ELD with EL aligned materials during designated EL instructional time.  Priority 4:  Improvements as measured by State and local assessments will be seen in each area. 3% increases are expected in proficiency and 10 points of growth in Distance from Standard.  Pupil Achievement Expected Smarter Balanced Assessment % meeting or exceeding the standard  ELA% Math% Science% LEA 20	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
C. Successfully complete A-G courses: N/A for a K-8 district	SWD 0 7	White 18 22	Hispanic 25 17 8th-33%	Hispanic 28 20 8th-36%
F. Passed AP exam: N/A for a K-8 district	CELDT	SED 22 14	White 21 25	White 24 28
G. Early Assessment Program: N/A for a K-8 district	55% of EL students met AMAO 1 (decreased 1%) (local results) 31% of students less than 5 years in the US	EL 27 17 SWD 3 10	SED 25 17 EL 30 20 SWD 6 13	SED 28 20 EL 33 23 SWD 9 16
Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:	Met AMAO 2 (Increased 5%) 28.6 of students more than 5 years in the US met AMAO 2 (Decreased 10%)	CELDT (or ELPAC)  AMAO 1 will be 58% AMAO 2 Less than 5 years will be 34% More than 5 years will be 31%	Average Distance from Level 3 (Grade Level) Group ELA Math All -47 - 73 Hispanic -48 - 75 SED -48 - 73 EL -55 - 77 SWD -129 - 140	Average Distance from Level 3 (Grade Level) Group ELA Math All -37 - 63 Hispanic -38 - 65 SED -38 - 63 EL -45 - 67 SWD -119 - 130
A. S broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;	16 students Re-Designated (increased by 8) 23% of 4th - 8th grade EL students are classified as LTEL, 13% are classified as At Risk for becoming an LTEL.	EL Reclassification Rate: 18 students LTEL-20% At Risk for LTEL-10%		
B. Programs and services developed and provided to unduplicated pupils; and		B. Academic Performance Index N/A for a K-8 district	ELPAC	ELPAC
C. Programs and services developed and provided to individuals with exceptional needs.	B. Academic Performance Index N/A for a K-8 district C. Successfully complete A-G courses: N/A for a K-8 district F. Passed AP exam: N/A for a K-8 district G. Early Assessment Program: N/A for a K-8 district	C. Successfully complete A-G courses: N/A for a K-8 district F. Passed AP exam: N/A for a K-8 district G. Early Assessment Program: N/A for a K-8 district  Priority 7:	EL Progress Indicator-75% continue to demonstrate growth EL Reclassification Rate: 18 students LTEL-less than 10% At Risk for LTEL-6%	EL Progress Indicator-75% continue to demonstrate growth EL Reclassification Rate: 15 students (7.5%) LTEL-less than 10% At Risk for LTEL-6%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Priority 7</p> <p>100% of students had access to all required courses, in addition all EL students received daily instruction in ELD, and all students exceeded the required number of minutes for Physical Education, and Special Education services as written in their IEP's.</p> <p>Average class size TK - 8th: 24.5</p>	<p>Continue to have all students, including ELs and SWDs, have access to all courses in Ed Code 51210. EL students will continue to be provided leveled ELD daily.</p> <p>All students will continue to meet the required number of minutes for Physical Education and all students in Special Education will continue to receive services as written in their IEPs.</p> <p>Average class sizes for TK - 8th will remain at or below 25.</p>	<p>B. Academic Performance Index N/A for a K-8 district</p> <p>C. Successfully complete A-G courses: N/A for a K-8 district</p> <p>F. Passed AP exam: N/A for a K-8 district</p> <p>G. Early Assessment Program: N/A for a K-8 district</p> <p>Priority 7:</p> <p>A. Continue to have all students, including ELs and SWDs, have access to all courses in Ed Code 51210. EL students will continue to be provided Designated ELD daily. All students will continue to meet the required number of minutes for Physical Education.</p> <p>B. All students in Special Education will continue to receive services as written in their IEPs.</p> <p>Average class sizes for TK - 8th will remain at or below 25.</p>	<p>B. Academic Performance Index N/A for a K-8 district</p> <p>C. Successfully complete A-G courses: N/A for a K-8 district</p> <p>F. Passed AP exam: N/A for a K-8 district</p> <p>G. Early Assessment Program: N/A for a K-8 district</p> <p>Priority 7:</p> <p>A. Continue to have all students, including ELs and SWDs, have access to all courses in Ed Code 51210 and 51220. All students will continue to meet the required number of minutes for Physical Education.</p> <p>B. Programs and services developed and provided to unduplicated pupils will continue to include daily integrated and targeted ELD, Response to Intervention and Acceleration, and research based instructional strategies</p>



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
				<p>to ensure that unduplicated pupils are able to meet or exceed grade level standards. C. All exceptional needs students will continue to receive services such as SST, 504, and provided services as written in IEPs.</p> <p>Average class sizes for TK - 8th will remain at or below 25.</p>

## Planned Actions / Services

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

### Action 1

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Location(s):

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

[Add Location(s) selection here]

OR

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

#### Students to be Served:

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

#### Scope of Services:

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

#### Location(s):

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

English Learners  
Foster Youth  
Low Income

LEA-wide

All Schools

## Actions/Services

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

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

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

Modified Action

Modified Action

Modified Action

### 2017-18 Actions/Services

Based on our staff Professional Development survey results and due to our high numbers of EL and SED students, professional development will focus on needs identified by teachers, strategies and methods that have been proved effective in advancing these students, and closing the achievement gap. Staff Development release time, staff development presenters, and supplies needed to meet the needs of the school in the following areas:

Effective Instructional Strategies  
Effective EL Instruction  
Currently adopted materials  
Rtl  
Technology  
Other areas identified by staff and administration

### 2018-19 Actions/Services

Based on our staff Professional Development survey results and due to our high numbers of EL and SED students, professional development will focus on needs identified by teachers, strategies and methods that have been proved effective in advancing these students, and closing the achievement gap. Staff Development release time, staff development presenters, and supplies needed to meet the needs of the school in the following areas:

Updates to:  
Effective Instructional Strategies  
Effective EL Instruction  
Currently adopted materials  
Rtl  
Technology  
Math

And other areas identified by staff and administration

### 2019-20 Actions/Services

Based on our staff Professional Development survey results and due to our high numbers of EL and SED students, professional development will focus on needs identified by teachers, strategies and methods that have been proven effective in advancing these students so that we can make progress toward closing the achievement gap. Staff Development release time, staff development presenters, and supplies needed to meet the needs of the school in the following areas:

Updates to:  
Effective Instructional Strategies for ELA and Math (Ed Partner's and AVID)  
Effective EL Instruction (Ed Partner's and AVID)  
Current Technology Programs  
Response to Intervention and Acceleration  
Technology  
HSS Adoption

And other areas identified by staff and administration

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,000	\$30,000	\$25,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Extra Time and Benefits	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Extra Time and Benefits	1000-1999: Certificated Personnel Salaries Extra Time and Benefits
Amount	\$30,000	\$5,000	\$5,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies Supplies	4000-4999: Books And Supplies Supplies and Materials	4000-4999: Books And Supplies Supplies and Materials
Amount	\$10,000	\$10,000	\$10,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Contracts with Outside Presenters	5000-5999: Services And Other Operating Expenditures Contracts with Outside Presenters	5000-5999: Services And Other Operating Expenditures Contracts with Outside Presenters
Amount	\$20,000	\$20,000	\$10,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Conference and Travel Expenses	5000-5999: Services And Other Operating Expenditures Conference and Travel Expenses	5700-5799: Transfers Of Direct Costs Conference and Travel Expenses

## Action 2

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

New Action

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

Modified Action

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

Modified Action

**2017-18 Actions/Services**

Full implementation of a state pre-school so students who enter TK/K at our school are on grade level and can meet grade level standards by the end of their first year.

**2018-19 Actions/Services**

Continued full implementation of a state pre-school so SED and EL students who traditionally enter school lacking academic skills, will be able to enter TK/K at our school are on grade level and can meet grade level standards by the end of their first year. The district will be moving toward integration of early childhood education programs.

**2019-20 Actions/Services**

Continued full implementation of a state pre-school so unduplicated students who enter TK/K at our school are on grade level and can meet grade level standards by the end of their first year. The district will be moving toward integration of all early childhood education programs.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		\$2,300	\$7,000
Source		Supplemental/Concentration	Supplemental/Concentration
Budget Reference		2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits Classified Salary and Benefits	2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits Classified Salary and Benefits

Amount	\$30,000	\$25,000	\$10,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies Supplemental Materials and Supplies	4000-4999: Books And Supplies Supplemental Materials and Supplies	4000-4999: Books And Supplies Supplemental Materials and Supplies
Amount			\$5,000
Source			Supplemental/Concentration
Budget Reference			1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Salary and Benefits-Summer School

### Action 3

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

#### Students to be Served:

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

#### Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

#### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

#### Scope of Services:

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

LEA-wide

#### Location(s):

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

All Schools

### Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Maintain the additional 15 Minutes of Instructional Time

Maintain the additional 15 Minutes of Instructional Time. This service supports instructional strategies that allow for more individual attention for low income, foster youth, and English learners

Maintain the additional 15 Minutes of Instructional Time. This service supports instructional strategies that allow for more individual attention for low income, foster youth, and English learners

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$100,000	\$110,000	\$120,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Salaries and Benefits	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Salaries and Benefits	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Salaries and Benefits

## Action 4

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

### Scope of Services:

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

LEA-wide

### Location(s):

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

All Schools

## Actions/Services

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

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

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

Unchanged Action	Unchanged Action	Modified Action
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#### 2017-18 Actions/Services

Support materials as needed to supplement the instructional needs in the classroom to ensure that sub groups are able to accelerate their learning to close the achievement gap.

#### 2018-19 Actions/Services

Support materials as needed to supplement the instructional needs in the classroom to ensure that sub groups are able to accelerate their learning to close the achievement gap.

#### 2019-20 Actions/Services

Supplemental materials as needed to support the instructional needs in the classroom to ensure that unduplicated groups are able to accelerate their learning to close the achievement gap, including HSS gap materials as identified

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$54,000	\$15,000	\$29,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies Supplies and Materials	4000-4999: Books And Supplies Supplies and Materials	4000-4999: Books And Supplies Supplies and Materials

### Action 5

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Location(s):

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

[Add Location(s) selection here]

OR

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

#### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

#### Scope of Services:

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

LEA-wide

#### Location(s):

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

All Schools



## Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

### 2017-18 Actions/Services

Maintain Class Size Reduction by continuing to employ 4 additional teachers as identified by parents, students, and teachers through LCFF feedback and surveys.

### 2018-19 Actions/Services

Maintain Class Size Reduction by continuing to employ 4 additional teachers as identified by parents, students, and teachers through LCFF feedback and surveys. This service supports instructional strategies that allow for more individual attention for low income, foster youth, and English learners

### 2019-20 Actions/Services

Maintain Class Size Reduction by continuing to employ 4 additional teachers as identified by parents, students, and teachers through LCFF feedback and surveys. This principally directed service supports instructional strategies that allow for more individual attention for low income, foster youth, and English learners

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$320,000	\$330,000	\$340,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Salaries and Benefits	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Salaries and Benefits	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Salaries and Benefits

## Action 6

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

Staff Development focusing on the needs of new teachers and staff to ensure new teachers have the support and training necessary for working with subgroups and their unique needs.

**2018-19 Actions/Services**

Staff Development focusing on the needs of new teachers and staff to ensure new teachers have the support and training necessary for working with subgroups and their unique needs.

**2019-20 Actions/Services**

Staff Development focusing on the additional needs of new teachers and staff to ensure new teachers have the support and training necessary for working with unduplicated students and their unique needs.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Extra Time and Benefits	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Extra Time and Benefits	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Extra Time and Benefits
Amount	\$7,000		\$5,000
Source	Supplemental/Concentration		Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies Supplies and Materials		4000-4999: Books And Supplies Supplies and Materials

Amount		\$20,000	\$20,000
Source		Supplemental/Concentration	Supplemental/Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures Contract with KCSOS for BTSA	5000-5999: Services And Other Operating Expenditures Contract with KCSOS for BTSA

## Action 7

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

### Scope of Services:

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

LEA-wide

### Location(s):

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

All Schools

## Actions/Services

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

Unchanged Action

2017-18 Actions/Services

Maintain the certificated position that incorporates band and a co-teacher in the science, nutrition/math, garden and library labs will continue.

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

Unchanged Action

2018-19 Actions/Services

Maintain the position that incorporates band and a co-teacher in the science, nutrition/math, garden and library labs will continue.

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

Unchanged Action

2019-20 Actions/Services

Maintain the position that incorporates band and a co-teacher in the science, nutrition/math, garden and library labs will continue as a principally directed service that supports the unique needs of unduplicated students.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,000	\$28,000	\$31,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits 25% of Salary and Benefits	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits 25% of Salary and Benefits	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits 25% of Salaries and Benefits
Amount	\$72,000	\$75,000	\$78,000
Source	Title 1	Title 1	Title 1
Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits 75% of Salary and Benefits	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits 75% of Salary and Benefits	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits 75% of Salary and Benefits
Amount	\$40,000	\$16,000	\$10,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies Supplies and Materials	4000-4999: Books And Supplies Supplies and Materials	4000-4999: Books And Supplies Supplies and Materials

## Action 8

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

### Scope of Services:

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

### Location(s):

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

English Learners Foster Youth Low Income	LEA-wide	All Schools
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### Actions/Services

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

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

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

Unchanged Action	Modified Action	Unchanged Action
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#### 2017-18 Actions/Services

Purchase and provide support for technology and maintain a replacement fund.

#### 2018-19 Actions/Services

Purchase and provide support for technology and maintain a replacement fund with an emphasis to support low income, foster youth, and English Learners that may not have access to internet or wi-fi at home.

#### 2019-20 Actions/Services

Purchase and provide support for technology, technology security, and maintain a replacement fund with an emphasis to support low income, foster youth, and English Learners that may not have access to internet or wi-fi at home.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$50,000	\$50,000	\$52,758
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies Technology	4000-4999: Books And Supplies Technology	4000-4999: Books And Supplies Technology
Amount			\$15,000
Source			Supplemental/Concentration
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures Programs

### Action 9

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

**Students to be Served:**

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

**Location(s):**

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

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

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Modified Action

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

Modified Action

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

Modified Action

**2017-18 Actions/Services**

Expanding and support for the AVID Elementary Program. This program has been proven to provide additional support for subgroup students by teaching them skills necessary for exceeding in elementary, middle, high schools and beyond. This program includes: curriculum, Professional Development (Conferences, workshops, collaborative planning), and development and monitoring of a school AVID plan. Program will expand to include grades 4 and 5.

**2018-19 Actions/Services**

Expanding and support for the AVID Elementary Program. This program has been proven to provide additional support for subgroup students by teaching them skills necessary for exceeding in elementary, middle, high schools and beyond. This program includes: curriculum, Professional Development (Conferences, workshops, collaborative planning), and development and monitoring of a school AVID plan. 3rd Grade will be added

**2019-20 Actions/Services**

Expanding and support for the AVID Elementary Program. This program has been proven to provide additional support for unduplicated students by teaching them skills necessary for exceeding in elementary, middle, high schools and beyond. This program includes: curriculum, Professional Development (Conferences, workshops, collaborative planning), and development and monitoring of a school AVID plan. As of July, all teachers will be trained in using AVID strategies for their specific grade level.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$6,000	\$15,000	\$7,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Extra Time and Benefits	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Extra Time and Benefits	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Extra Time and Benefits
Amount	\$10,000	\$10,000	\$10,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies Supplies and Materials	4000-4999: Books And Supplies Supplies and Materials	4000-4999: Books And Supplies Supplies and Materials
Amount	\$20,000	\$25,000	\$25,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development (Conferences and Workshops)	5000-5999: Services And Other Operating Expenditures Professional Development (Conferences and Workshops)	5000-5999: Services And Other Operating Expenditures Professional Development (Conferences and Workshops)
Amount	\$20,000	\$10,000	\$5,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Contracts	5800: Professional/Consulting Services And Operating Expenditures Contracts	5800: Professional/Consulting Services And Operating Expenditures Contracts
Amount			\$5,000
Source			Supplemental/Concentration
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures Transportation

## Action 10



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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Modified Action

2017-18 Actions/Services

Continued implementation of expanded learning programs which may include before school and summer programs. Programs will focus on hands-on learning to extend the curriculum taught during the regular school day. Activities may include (but are not limited to): coding, robotics, music, 4-H, cooking, academic support, dance, fitness, etc. In addition to providing transportation for after school programs. There will be a review of the feasibility of providing transportation for the Summer School programs.

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

Modified Action

2018-19 Actions/Services

Continued implementation of expanded learning programs which may include before school and summer programs. Programs will focus on hands-on learning to extend the curriculum taught during the regular school day. Activities may include (but are not limited to): coding, robotics, music, 4-H, cooking, academic support, dance, fitness, etc. In addition to providing transportation for after school programs. If identified as feasible, transportation will also be provided for Summer School. Incentives will be offered for students that meet attendance criteria. Priority will be given to low income and EL students.

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

Modified Action

2019-20 Actions/Services

Continued implementation of expanded learning programs which may include before school and summer programs. Programs will focus on hands-on learning to extend the curriculum taught during the regular school day. Activities may include (but are not limited to): coding, robotics, music, 4-H, cooking, academic support, dance, fitness, etc. In addition to providing transportation for after school programs, incentives will be offered for students that meet attendance criteria. Transportation will also be provided for Summer School. Priority will be given to unduplicated pupils.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,000	\$10,000	\$10,000
Source	Title 1	Title 1	Title 1
Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Extra Time and Benefits for Academic Support	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Extra Time and Benefits for Academic Support	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Transportation Costs
Amount	\$7,000	\$7,000	\$20,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Extra Time and Benefits for extension activities	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Extra Time and Benefits for extension activities	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Extra Time and Benefits for extension activities
Amount	\$15,000	\$15,000	\$10,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies Supplies and Materials	4000-4999: Books And Supplies Supplies and Materials	4000-4999: Books And Supplies Supplies and Materials
Amount	\$10,000	\$10,000	\$5,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits Extra time for bus driver	2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits Extra time for bus driver	2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits Extra time for bus driver

Amount	\$5,000	\$10,000	\$15,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5700-5799: Transfers Of Direct Costs Transportation costs	5700-5799: Transfers Of Direct Costs Transportation costs	5700-5799: Transfers Of Direct Costs Transportation costs

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

## Goal 2

Maintain a school climate that is conducive to learning

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 5: Pupil Engagement (Engagement)  
                             Priority 6: School Climate (Engagement)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

Priority 1: 100% of teachers were appropriately assigned.

Priority 5: According to the California School Dashboard the district earned a Blue ranking for Chronically Absent with a status of 4.2% and a 9.6% decline.

Priority 6: A blue ranking was also earned for Suspension Rate for a status of .3% and .8% decrease. Referrals and suspensions remain at or below 5%. Based on student survey's 77.7% enjoy school, 78.3% feel safe at school, and 90.3% feel academic expectations are high. Based on parent survey's 87% said their children enjoy school, 85% feel the school provides a safe environment, 80% believe their children are being prepared for success in High School, College, and/or their career.

Priority 8: Based on Physical Fitness assessment results, Buttonwillow 5th and 7th grade students exceeded State and County results for the percent of students scoring in the Healthy Fitness Zone.

Even though the district earned blue on the California School Dashboard for Chronic Absenteeism, based on survey and attendance data, the district needs to continue our focus on student attendance. This includes students identified as truant and chronically absent.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Priority 1: Basic Services addresses the degree to which:</p> <p>A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;</p> <p>B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and</p> <p>C. School facilities are maintained in good repair.</p> <p>Priority 5: Pupil Engagement as measured by all of the following, as applicable:</p> <p>A. School attendance rates;</p> <p>B. Chronic absenteeism rates;</p> <p>C. Middle school dropout rates;</p> <p>D. High school dropout rate: N/A for a K-8 district</p>	<p>Priority 1</p> <p>Reports filed with the Kern County Superintendent of Schools office confirmed that 100% of our teachers meet state requirements.</p> <p>Reports from the Williams Visitation conducted in September of 2016 show that all students have been provided current, standards based, instructional materials in the core subjects and we received an Exemplary rating on the FIT report during the September, 2015 school site visit by the Williams Team. No findings or deficiencies were found with this visit or in the subsequent report.</p> <p>Priority 5</p> <p>CALPADS, P1, and P2 reports show that school</p>	<p>Priority 1</p> <p>Reports filed with the Kern County Superintendent of Schools office will continue to confirmed that 100% of our teachers meet state requirements.</p> <p>Williams Visitation reports will continue to show that all students have been provided current, standards based, instructional materials in the core subjects and an Exemplary rating on the FIT report.</p> <p>Priority 5</p> <p>CALPADS, P1, and P2 reports will continue to show that school attendance rates are at or above 95% and the Chronic Absenteeism rate is below 10% and decreasing annually.</p>	<p>Priority 1</p> <p>Reports filed with the Kern County Superintendent of Schools office will continue to confirmed that 100% of our teachers meet state requirements.</p> <p>Williams Visitation reports will continue to show that all students have been provided current, standards based, instructional materials in the core subjects and an Exemplary rating on the FIT report.</p> <p>Priority 5</p> <p>CALPADS, P1, and P2 reports will continue to show that school attendance rates are at or above 95% and the Chronic Absenteeism rate is below 10% and decreasing annually.</p>	<p>Priority 1</p> <p>Reports filed with the Kern County Superintendent of Schools office will continue to confirmed that 100% of our teachers meet state credentialing requirements.</p> <p>Williams Visitation reports will continue to show that all students have been provided current, standards based, instructional materials in the core subjects and an Exemplary rating on the FIT report.</p> <p>Priority 5</p> <p>CALPADS, P1, and P2 reports will continue to show that school attendance rates are at or above 95% and the Chronic Absenteeism rate is below 10% and decreasing annually.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>E. High school graduation rate: N/A for a K-8 district</p> <p>Priority 6: School Climate as measured by all of the following, as applicable:</p> <p>A. Pupil suspension rates;</p> <p>B. Pupil expulsion rates; and</p> <p>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.</p> <p>Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.</p>	<p>attendance rates are currently at 95.3%. The Chronic Absenteeism rate is 9%.</p> <p>The Middle School Drop Out Rate remains at 0.</p> <p>High school dropout rate: N/A for a K-8 district</p> <p>High school graduation rate: N/A for a K-8 district</p> <p>Priority 6</p> <p>As measured by our Student Information System (Infinite Campus), the referral rate was 5%, the suspension rate was 1%, and the expulsion rate was 0.</p> <p>Based on student survey's 73% enjoy school, 77% feel safe at school, and 87% feel academic expectations are high.</p> <p>Priority 8</p>	<p>The Middle School Drop Out Rate will remain at 0.</p> <p>High school dropout rate: N/A for a K-8 district</p> <p>High school graduation rate: N/A for a K-8 district</p> <p>Priority 6</p> <p>As measured by our Student Information System (Infinite Campus), the referral rate and suspension rate will be below 1% and the expulsion rate will remain at 0.</p> <p>CHKS or local survey results will continue to demonstrate that a minimum of 70% of students enjoy school, feel safe at school, and feel the expectations are high.</p> <p>Priority 8</p> <p>Physical Fitness Scores will continue to be at or above the state</p>	<p>The Middle School Drop Out Rate will remain at 0.</p> <p>High school dropout rate: N/A for a K-8 district</p> <p>High school graduation rate: N/A for a K-8 district</p> <p>Priority 6</p> <p>As measured by our Student Information System (Infinite Campus), the referral rate and suspension rate will be below 1% and the expulsion rate will remain at 0.</p> <p>CHKS or local survey results will continue to demonstrate that a minimum of 70% of students enjoy school, feel safe at school, and feel the expectations are high.</p> <p>Priority 8</p> <p>Physical Fitness Scores will continue to be at or above the state</p>	<p>The Middle School Drop Out Rate will remain at 0.</p> <p>High school dropout rate: N/A for a K-8 district</p> <p>High school graduation rate: N/A for a K-8 district</p> <p>Priority 6</p> <p>As measured by our Student Information System (Infinite Campus), the referral rate will be below 10%, the suspension rate will be below 1%, and the expulsion rate will remain at 0.</p> <p>CHKS or local survey results will continue to demonstrate that a minimum of 70% of students enjoy school, feel safe at school, and feel the expectations are high.</p> <p>Priority 8</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	During the 15-16 school year, Physical Fitness Scores were: (recorded as % in Healthy Fitness Zone) 5th 7th Aerobic Capacity 81 80 Body Composition 45.2 50 Abdominal Strength 78.6 77.5 Trunk Extension 100 95 Upper Body Strength 85.7 90 Flexibility 78.6 77.5	average: (recorded as % in Healthy Fitness Zone)	average: (recorded as % in Healthy Fitness Zone)	Physical Fitness Scores will continue to be at or above the state average: (recorded as % in Healthy Fitness Zone)

## Planned Actions / Services

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

### Action 1

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Location(s):

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Unchanged Action

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

Modified Action

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

Modified Action

**2017-18 Actions/Services**

The PBIS model will continue to be implemented to maintain the low suspension and referral rates.

**2018-19 Actions/Services**

The PBIS model will continue to be implemented to maintain the low suspension and referral rates specifically for students who are identified as low income or EL.

**2019-20 Actions/Services**

The PBIS model will continue to be implemented to maintain the low suspension and referral rates specifically for unduplicated students..

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$2,000
Source	Foundation	Foundation	Foundation
Budget Reference	4000-4999: Books And Supplies Supplies	4000-4999: Books And Supplies Supplies	4000-4999: Books And Supplies Supplies
Amount	\$2,000	\$1,200	\$2,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Extra Time and Benefits	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Extra Time and Benefits	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Extra Time and Benefits



Amount			\$7,000
Source			Supplemental/Concentration
Budget Reference			4000-4999: Books And Supplies Supplies and Materials

## Action 2

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

### Scope of Services:

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

LEA-wide

### Location(s):

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

All Schools

## Actions/Services

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

Unchanged Action

2017-18 Actions/Services

Award trips and transportation for trips to motivate students to attend school, maintain good behavior, and excel academically.

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

Unchanged Action

2018-19 Actions/Services

Award trips and transportation for trips to motivate students to attend school, maintain good behavior, and excel academically.

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

Unchanged Action

2019-20 Actions/Services

Award trips and transportation for trips to motivate students to attend school, maintain good behavior, and excel academically as a principally directed service to support unduplicated students.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,200	\$1,300	\$2,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Extra Time	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Extra Time and Benefits	2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits Bus Driver (Classified) Salary and Benefits
Amount	\$5,000	\$5,000	\$5,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Transportation	5800: Professional/Consulting Services And Operating Expenditures Transportation	5800: Professional/Consulting Services And Operating Expenditures Transportation
Amount	\$5,000	\$5,000	\$5,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Entrance Fee's	5000-5999: Services And Other Operating Expenditures Entrance Fee's	5000-5999: Services And Other Operating Expenditures Entrance Fee's
Amount		\$5,000	\$2,000
Source		Supplemental/Concentration	Supplemental/Concentration
Budget Reference		4000-4999: Books And Supplies Supplies	4000-4999: Books And Supplies Supplies

## Action 3

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

### Students to be Served:

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

All

### Location(s):

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

All Schools

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

Modified Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

The district will maintain all school facilities in good repair, as determined by the FIT report and will create a plan to prioritize modernization and site repair work to provide opportunities in each classroom. Including additional drinking fountains and/or drinking stations.

**2018-19 Actions/Services**

The district will maintain all school facilities in good repair, as determined by the FIT report and will create a plan to prioritize modernization and site repair work to provide opportunities in each classroom. Including additional drinking fountains and/or drinking stations.

**2019-20 Actions/Services**

The district will maintain all school facilities in good repair, as determined by the FIT report and will create a plan to prioritize modernization and site repair work to provide opportunities in each classroom.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$60,000	\$60,000	\$60,000
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Maintenance	5000-5999: Services And Other Operating Expenditures Maintenance Base	5000-5999: Services And Other Operating Expenditures Maintenance Base

**Action 4**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Modified Action

**2017-18 Actions/Services**

**Student Attendance**

Positive attendance letters will be sent home

Truancy letters will be sent home

Superintendent will work with the KCSD to address attendance issues

Students with Perfect Attendance each quarter will be included in the quarterly award trips

Superintendent and Assistant Superintendent will work

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

Modified Action

**2018-19 Actions/Services**

**Student Attendance**

Positive attendance letters will be sent home

Truancy letters will be sent home

Superintendent will work with the KCSD to address attendance issues

Students with Perfect Attendance each quarter will participate in on-campus activities

Superintendent and Assistant Superintendent will work with KCSOS Americorp Program to support families

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

Modified Action

**2019-20 Actions/Services**

**Student Attendance**

Positive attendance letters will be sent home

Truancy letters will be sent home

Superintendent will work with the KCSD to address attendance issues

Students with Perfect Attendance each quarter will participate in extra on-campus activities

Superintendent and Assistant Superintendent will work with Buttonwillow Resource Center staff to support families

with KCSOS Americorp Program to support families identified with poor attendance

identified with poor attendance or personnel to support and provide resources for families of students struggling with attendance

identified with poor attendance for education, training, and resources for families of students struggling with attendance and unduplicated students

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000	\$4,000	\$2,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies Instructional Supplies	4000-4999: Books And Supplies Supplies	4000-4999: Books And Supplies Supplies
Amount	\$14,000	\$14,000	\$10,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Contract with KCSOS	5800: Professional/Consulting Services And Operating Expenditures Contract with KCSOS	2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits Classified Salary and Benefits

### Action 5

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Location(s):

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Unchanged Action

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

Modified Action

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

Modified Action

**2017-18 Actions/Services**

School Nurse will be maintained to support student health to ensure students are able to attend school and focus on learning.

**2018-19 Actions/Services**

School Nurse will be maintained to support student health to ensure students are able to attend school and focus on learning. This service supports meeting the identified needs of students who are low income and EL's who may not have access to other forms of health and/or dental care.

**2019-20 Actions/Services**

School Nurse will be maintained to support student health to ensure students are able to attend school and focus on learning. This service supports meeting the identified needs of unduplicated students who may not have access to other forms of health and/or dental care.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$12,000	\$12,000	\$12,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Contract KCSOS	5800: Professional/Consulting Services And Operating Expenditures Contract with KCSOS	5800: Professional/Consulting Services And Operating Expenditures Contract with KCSOS

**Action 6**

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

**Students to be Served:**

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

**Location(s):**

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

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

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Unchanged Action

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

Modified Action

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

Modified Action

**2017-18 Actions/Services**

School Psychologist will be maintained to coordinate RtI, PBIS, and SST meetings. This position will also provide mental health support to students in need of basic counseling support to eliminate mental health barriers of learning.

**2018-19 Actions/Services**

School Psychologist will be maintained to coordinate RtI, PBIS, and SST meetings. This position will also provide mental health support to students in need of basic counseling support to eliminate mental health barriers of learning. This service supports meeting the identified needs of students who are low income and EL's who may not have access to other forms of mental health care.

**2019-20 Actions/Services**

School Psychologist will be maintained to coordinate RtI, PBIS, and SST meetings. This position will also provide mental health support to students in need of basic counseling support to eliminate mental health barriers of learning. This service supports meeting the identified needs of unduplicated students who may not have access to other forms of mental health care.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$65,000	\$55,000	\$60,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration

Budget  
Reference

1000-1999: Certificated Personnel  
Salaries and 3000-3999: Employee  
Benefits  
50% of Salary and Benefits

1000-1999: Certificated Personnel  
Salaries and 3000-3999: Employee  
Benefits  
50% of Salary and Benefits

1000-1999: Certificated Personnel  
Salaries and 3000-3999: Employee  
Benefits  
50% of Salary and Benefits

## Action 7

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

### Scope of Services:

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

LEA-wide

### Location(s):

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

All Schools

## Actions/Services

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

Unchanged Action

2017-18 Actions/Services

Physical Fitness and healthy eating will be  
a component of maintaining a healthy  
lifestyle through teaching, modeling, use of  
garden, and PE instruction

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

Unchanged Action

2018-19 Actions/Services

Physical Fitness and healthy eating will be  
a component of maintaining a healthy  
lifestyle through teaching, modeling, use of  
garden, and PE instruction

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

Unchanged Action

2019-20 Actions/Services

Physical Fitness and healthy eating will be  
a component of maintaining a healthy  
lifestyle through teaching, modeling, use of  
garden, and PE instruction supporting  
unduplicated students who may not  
access to this information.



**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$8,000	\$10,000	\$5,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies Supplies and Materials	4000-4999: Books And Supplies Supplies and Materials	4000-4999: Books And Supplies Supplies and Materials

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

## Goal 3

Increase parent engagement

### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

### Identified Need:

One of the greatest needs at Buttonwillow, as identified in parent and staff surveys and in-person feedback, is parent engagement. Approximately 70% of families completed the Parent Survey. While only 20% of our parents did not attend any family night events, 62% have never volunteered in their child's classroom.

We also want to include parent participation in our events, as measured by the families that sign into events, attend field trips, and award trips.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3: Parental Involvement addresses:  A. The efforts the school district makes to seek parent input in making decisions for the school	Priority 3:  Approximately 65% of families completed the Parent Survey.	Priority 3:  We would want to see our parent participation (including all parents of students with exceptional needs and	Priority 3:  We would want to see our parent participation (including all parents of students with exceptional needs and	Priority 3:  We would want to see our parent participation (including all parents of students with exceptional needs and

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
district and each individual school site;	80% of our parents attend at least one family night events,	those in the unduplicated count) rate increase by 5% as identified by sign in sheets and responses on the Parent Survey (70% participation rate). Parents of students with exceptional needs will be asked to complete additional questions related to the unique needs of their students. Participation increase will include sign in sheets from family night events, ESL classes, returned Parent Survey's, and parent conference attendance.	those in the unduplicated count) rate increase by 3% as identified by sign in sheets and responses on the Parent Survey (73% participation rate). Parents of students with exceptional needs will be asked to complete additional questions related to the unique needs of their students. Participation increase will include sign in sheets from family night events, returned Parent Survey's, and parent conference attendance.	those in the unduplicated count) rate increase by 3% as identified by sign in sheets and responses on the Parent Survey (76% participation rate). Parents of students with exceptional needs will be asked to complete additional questions related to the unique needs of their students. Participation increase will include sign in sheets from family night events, ESL classes, returned Parent Survey's, and parent conference attendance.
B. How the school district will promote parental participation in programs for unduplicated pupils	40% have volunteered in their child's classroom.	Maintain the percentage of families attending at least one family night event (80%)	Maintain the percentage of families attending at least one family night event (80%)	Maintain the percentage of families attending at least one family night event (80%)
C. How the school district will promote parental participation in programs for individuals with exceptional needs.	Approximately 5 parents attended a field trip	Increase the number of parents who volunteer in their child's classroom by at least 5% (45%).	Increase the number of parents who volunteer in their child's classroom by at least 3% (48%).	Increase the number of parents who volunteer in their child's classroom by at least 3% (51%).
	5 Family Events were offered	Provide opportunities for at least 25 parents to attend field trip and award trip activities.	Provide opportunities for at least 30 parents to attend field trip and award trip activities.	Continue to provide opportunities for at least 30 parents to attend field trip and award trip activities.
			6 Family Events will be offered	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		7 Family Events will be offered	6 Family Events will be offered	5 Family Events will be offered

## Planned Actions / Services

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

### Action 1

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Location(s):

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

[Add Location(s) selection here]

OR

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

#### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

#### Scope of Services:

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

LEA-wide

#### Location(s):

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

All Schools

### Actions/Services

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

Modified Action

2017-18 Actions/Services

Parent Engagement

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

Modified Action

2018-19 Actions/Services

Parent Engagement

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

Modified Action

2019-20 Actions/Services

Parent Engagement

The phone, email, and text parent communication system will continue to be used to communicate parent events.

Student incentives will be given to individual students and classrooms who have the greatest percentages of parents attend

Parent classes will be offered in connection with the Family Resource Center including ESL for the community, if available and there is an interest by community members.

Provide opportunities for parents to attend field trips and award trips with students and staff.

The phone, email, and text parent communication system will continue to be used to communicate parent events. A bullying notification form will be added to the school website for student and parent access

Student incentives will be given to individual students and classrooms who have the greatest percentages of parents attend

Parent classes will be offered in connection with the Family Resource Center including ESL for the community, if available and there is an interest by community members.

Provide opportunities for parents to attend field trips and award trips with students and staff.

The phone, email, and text parent communication system will continue to be used to communicate parent events. A bullying notification form will be added to the school website for student and parent access

Student incentives will be given to individual students and classrooms who have the greatest percentages of parents attend

Parent classes will be offered in connection with the Family Resource Center including ESL for the community, if available and there is an interest by community members.

Provide extra opportunities for parents to attend field trips and award trips with students and staff.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$6,000	\$6,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies Supplies	4000-4999: Books And Supplies Supplies	4000-4999: Books And Supplies Supplies

Amount	\$5,000		\$4000
Source	Supplemental/Concentration		Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies Family Resource Center		5000-5999: Services And Other Operating Expenditures Communication Systems
Amount	\$1,000	\$1,000	\$1,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies Entrance Fees for Parents	4000-4999: Books And Supplies Entrance Fees for Parents	4000-4999: Books And Supplies Entrance Fees for Parents

## Action 2

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

### Scope of Services:

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

LEA-wide

### Location(s):

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

All Schools

## Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

Parent/family nights for math/reading/science to give families an opportunity to see that education can be fun and activities can be continued at home.

Parent/family nights with incentives for math/reading/science, AVID, bullying and school safety, technology safety, cooking, and positive parenting will be offered to give families of low income students and EL students an opportunity to see that education can be fun and activities can be continued at home.

Parent/family nights with incentives for math/reading/science, AVID, bullying and school safety and school emergency procedures, Vaping, technology safety, cooking, and positive parenting will be offered to give families of unduplicated students health and safety information, and an opportunity to see that education can be fun and activities can be continued at home.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Extra Time and Benefits	1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Extra Time and Benefits	1000-1999: Certificated Personnel Salaries Extra Time and Benefits
Amount	\$1,000	\$1,000	\$1,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies Instructional Supplies	4000-4999: Books And Supplies Instructional Supplies	4000-4999: Books And Supplies Instructional Supplies

### Action 3

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Location(s):

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

Interpreters for parents when attending meetings and school activities so parents can fully participate in school events

**2018-19 Actions/Services**

Interpreters for parents when attending meetings and school activities so EL parents can fully participate in school events

**2019-20 Actions/Services**

Interpreters for parents when attending meetings and school activities so EL parents can fully participate in school events

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,500	\$1,500	\$1,500
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits Extra Time and Benefits	2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits Extra Time and Benefits	2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits Extra Time and Benefits

**Action 4**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

OR



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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Modified Action

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

Unchanged Action

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

Modified Action

**2017-18 Actions/Services**

Provide a stipend for certificated coordinator of the Parent Advisory committee and a parent coordinator to lead the committee that plans, implements, and evaluates parent activities. This position will be evaluated annually.

**2018-19 Actions/Services**

Provide a stipend for certificated coordinator of the Parent Advisory committee and a parent coordinator to lead the committee that plans, implements, and evaluates parent activities. This position will be evaluated annually.

**2019-20 Actions/Services**

Provide a stipend for certificated coordinator of the Parent Advisory committee and a parent coordinator to lead the committee that plans, implements, and evaluates parent activities. This position will be evaluated annually and principally directed to support unduplicated students and families.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,200	\$1,500	\$1,500
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Stipend	1000-1999: Certificated Personnel Salaries Stipend	1000-1999: Certificated Personnel Salaries Stipend
Amount	\$1,200	\$1,200	\$1,200
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration

Budget  
Reference

2000-2999: Classified Personnel  
Salaries  
Stipend

2000-2999: Classified Personnel  
Salaries  
Stipend

2000-2999: Classified Personnel  
Salaries and 3000-3999: Employee  
Benefits  
Stipend

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$934,958

Percentage to Increase or Improve Services

36.49%

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).

As a single school district, the funds are allocated in a district-wide and school-wide manner. The unduplicated pupils represent approximately 94% of the population. Therefore, all services are principally directed to the unduplicated pupils.

A review of preliminary Smarter Balanced scores shows 24% of students performed at or above grade level in ELA and 27% performed at or above grade level in Math. A review of the 17-18 Summative ELPAC results showed that 31.8% students scored Well Developed and 36.4% scored Moderately Developed. Based on these scores and CAASPP scores, 15% of EL students met the criteria for reclassification. 16% of EL's in grades 4th -8th are classified as LTEL, 9% are classified as At Risk for becoming an LTEL.

Additionally, our SED and EL students traditionally enter school lacking background experiences and academic skills and therefore require supplemental instructional supports including additional learning time and individualized attention. We are also aware that our unduplicated students may not all have access to internet or Wi-Fi at home which further puts them at an educational disadvantage.

In consideration of the current performance of our English Learners on the ELPAC and the performance of our unduplicated students in ELA and Math and their reported circumstances, we plan to:

- Provide professional development focused on needs identified by teachers (Action 1.1)
- Continue full implementation of a state preschool (Action 1.2)
- Maintain an additional 15 minutes of instruction (Action 1.3)
- Provide supplemental materials to support instructional needs of unduplicated pupils (Action 1.4)
- Maintain class size reduction (Action 1.5)

- Provide staff development focusing on the needs of new teachers and staff to be able to effectively meet the unique needs of our unduplicated pupils (Action 1.6)
- Maintain a band/co-teacher in science, nutrition/math, garden and library labs (Action 1.7)
- Purchase and provide support for technology (Action 1.8)
- Expand and support AVID (Action 1.9)
- Continue implementation of expanded learning programs which may include afterschool and summer school programs (Action 1.10)

We believe these actions will support Unduplicated Students in improving their performance on the Smarter Balanced Assessments in ELA and Math, and help to improve reclassification rates among English Learners and decrease the percentage of LTELs, as described in our Expected Annual Measurable Outcomes for 2019-2020 in LCAP Goal 1.

100% of teachers were appropriately assigned. According to the California School Dashboard the district earned a Blue ranking for Chronically Absent with a status of 4.2% and a 9.6% decline. A blue ranking was also earned for Suspension Rate for a status of .3% and .8% decrease. Referrals and suspensions remain at or below 5%. Based on student survey's 77.7% enjoy school, 78.3% feel safe at school, and 90.3% feel academic expectations are high. Based on parent survey's 87% said their children enjoy school, 85% feel the school provides a safe environment, 80% believe their children are being prepared for success in High School, College, and/or their career. Based on Physical Fitness assessment results, Buttonwillow 5th and 7th grade students exceeded State and County results for the percent of students scoring in the Healthy Fitness Zone.

Additionally, research shows that unduplicated pupils and their families do not have or have limited access to medical and/or mental health care and services. Many of our students have reported they do not leave Buttonwillow to receive medical services and they have not experienced activities afforded to children in more affluent communities (movies, beaches, etc).

In consideration of the current school and community culture for our unduplicated students, we plan to:

- Continue to implement our PBIS program (Action 2.1)
- Provide reward trips for academic excellence and attendance (Action 2.2)
- Provide additional support to students identified as Chronically absent (Action 2.4)
- Maintain a school nurse (Action 2.5)
- Maintain a school psychologist (Action 2.6)
- Promote Physical Fitness and a healthy lifestyle (Action 2.7)

We believe that these actions will support Unduplicated Students in supporting their Conditions of Learning, Engagement, and Pupil Outcomes. as described in our Expected Annual Measurable Outcomes for 2019-2020 in LCAP Goal 2.

Approximately 70% of families completed the Parent Survey. While only 20% of our parents did not attend any family night events, 62% have never volunteered in their child's classroom. 4 of the 5 members of our SSC/DELAC are parents of unduplicated pupils.

Additionally, sign in sheets demonstrate that many of those that do not participate in school sponsored activities are the parents/families of unduplicated students. This could be due to language barriers or not feeling comfortable at the school due to their own culture or experiences from their own childhood/education.

In consideration of the parents/families of our unduplicated students, we plan to:

- Communicate with parents through text, email, and phone messages; Provide incentives for attending family events; Offer parent classes; and Provide opportunities for parents to attend field trips (Action 3.1)
- Continue to provide Family Nights with a variety of topics (Action 3.2)
- Provide written and oral translations (Action 3.3)
- Provide a stipend for a certificated and classified parent coordinator to increase Parent Participation (Action 3.4)

We believe these actions will support the parents/families of unduplicated pupils to help them be academically successful as described in our Expected Annual Measurable Outcomes for 2019-2020 in LCAP Goal 3.

The district is increasing services for the unduplicated pupils by 36.49% by increasing student achievement, maintaining a school climate conducive to learning, and increasing parental engagement. As the district's unduplicated pupil rate is 94%, the LCAP goals and actions are aligned to meet the needs of these pupils and services have been improved and/or increased for unduplicated pupils as stated in section 3a.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$896,930	34.68%

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

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

The district is spending the funds in a districtwide manner. The unduplicated pupils represent 86.63% of the population. Therefore, all services are principally directed to the unduplicated pupils. The district will continue to provide services as described in section 2 of this document which include:

Professional Development will focus on needs identified by teachers, strategies and methods that have been proved effective in advancing low income and EL students, and closing the achievement gap

Additional instructional minutes and lower class sizes to allow for more individual attention for low income, foster youth, and English learners

Supplemental materials to ensure that sub groups are able to accelerate their learning to close the achievement gap.

PBIS and attendance incentives specifically for students who are identified as low income or EL.

Increased and improved communication and contact with parents through utilization of interpreters

Continued expanded learning opportunities with priority given to low income and EL students.

The district is increasing services for the unduplicated pupils by 34.68% by increasing student achievement, maintaining a school climate conducive to learning, and increasing parental engagement. As the district's unduplicated pupil rate is 92.78%, the LCAP goals and actions are aligned to the needs of these pupils and services have been improved and/or increased for unduplicated pupils as stated in section 3a.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$820,701	29.9%

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

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

The district is spending the funds in a districtwide manner. The unduplicated pupils represent 92.78% of the population. Therefore, all services are principally directed to the unduplicated pupils. The district will provide services as described in section 2 of this document which include:

Professional Development intended to train all staff in better serving the unduplicated pupil population

Band/Lab Coordinator to provide additional opportunities for students to have access to band, science, home-economics, garden and library labs

Additional instructional minutes each day

Supplemental materials

PBIS and attendance incentives

Increased and improved communication and contact with parents through utilization of interpreters

Continuing lower class sizes

Continued expanded learning opportunities

The district is increasing services for the unduplicated pupils by 29.66% by increasing student achievement, maintaining a school climate conducive to learning, and increasing parental engagement. As the district's unduplicated pupil rate is 92.78%, the LCAP goals and actions are aligned to the needs of these pupils and services have been improved and/or increased for unduplicated pupils as stated in section 3a.

# Addendum

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

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

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

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

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



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

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

## Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

## 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.
- **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.
- **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.

## Annual Update

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

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

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

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

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires charter schools to consult with teachers, principals, administrators, other school personnel, parents,

and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

## Goals, Actions, and Services

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

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

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

### New, Modified, Unchanged

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

## Goal

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

## Related State and/or Local Priorities

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

## Identified Need

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

## Expected Annual Measurable Outcomes

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

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

## Planned Actions/Services

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

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

#### Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

## Location(s)

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

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

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

### Students to be Served

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

### Scope of Service

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

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

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

## Location(s)

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

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

## **Actions/Services**

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

### **New/Modified/Unchanged:**

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

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

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

## **Budgeted Expenditures**

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

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

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

## Demonstration of Increased or Improved Services for Unduplicated Students

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

### Estimated Supplemental and Concentration Grant Funds

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

### Percentage to Increase or Improve Services

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

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

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

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

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

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

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



# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

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

**Priority 2: Implementation of State Standards** addresses:

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

**Priority 3: Parental Involvement** addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

**Local Priorities** address:

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

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
  - (A) enrolled less than 31 days
  - (B) enrolled at least 31 days but did not attend at least one day
  - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
    - (i) are enrolled in a Non-Public School
    - (ii) receive instruction through a home or hospital instructional setting
    - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:

- (1) For a 4-Year Cohort Graduation Rate:
  - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
  - (B) The total number of students in the cohort.
  - (C) Divide (1) by (2).
- (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
  - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
    - (i) a regular high school diploma
    - (ii) a High School Equivalency Certificate
    - (iii) an adult education diploma
    - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
  - (B) The number of students in the DASS graduation cohort.
  - (C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

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

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

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

## Guiding Questions: Stakeholder Engagement

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

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

## **Guiding Questions: Goals, Actions, and Services**

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

*Prepared by the California Department of Education, January 2019*

## LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,045,000.00	810,800.00	1,073,100.00	1,045,000.00	1,084,958.00	3,203,058.00
Base	60,000.00	0.00	60,000.00	60,000.00	60,000.00	180,000.00
Foundation	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	6,000.00
Supplemental/Concentration	898,000.00	728,300.00	927,100.00	898,000.00	934,958.00	2,760,058.00
Title 1	85,000.00	80,500.00	84,000.00	85,000.00	88,000.00	257,000.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	1,045,000.00	810,800.00	1,073,100.00	1,045,000.00	1,084,958.00	3,203,058.00
1000-1999: Certificated Personnel Salaries	1,500.00	0.00	1,200.00	1,500.00	31,500.00	34,200.00
1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits	672,500.00	652,800.00	625,000.00	672,500.00	678,000.00	1,975,500.00
2000-2999: Classified Personnel Salaries	1,200.00	0.00	2,400.00	1,200.00	0.00	3,600.00
2000-2999: Classified Personnel Salaries and 3000- 3999: Employee Benefits	13,800.00	9,500.00	11,500.00	13,800.00	26,700.00	52,000.00
4000-4999: Books And Supplies	165,000.00	68,400.00	262,000.00	165,000.00	157,758.00	584,758.00
5000-5999: Services And Other Operating Expenditures	140,000.00	61,600.00	75,000.00	140,000.00	124,000.00	339,000.00
5700-5799: Transfers Of Direct Costs	10,000.00	7,000.00	5,000.00	10,000.00	25,000.00	40,000.00
5800: Professional/Consulting Services And Operating Expenditures	41,000.00	11,500.00	91,000.00	41,000.00	42,000.00	174,000.00

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



Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,045,000.00	810,800.00	1,073,100.00	1,045,000.00	1,084,958.00	3,203,058.00
1000-1999: Certificated Personnel Salaries	Supplemental/Concentration	1,500.00	0.00	1,200.00	1,500.00	31,500.00	34,200.00
1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits	Supplemental/Concentration	587,500.00	572,300.00	541,000.00	587,500.00	590,000.00	1,718,500.00
1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits	Title 1	85,000.00	80,500.00	84,000.00	85,000.00	88,000.00	257,000.00
2000-2999: Classified Personnel Salaries	Supplemental/Concentration	1,200.00	0.00	2,400.00	1,200.00	0.00	3,600.00
2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits	Supplemental/Concentration	13,800.00	9,500.00	11,500.00	13,800.00	26,700.00	52,000.00
4000-4999: Books And Supplies	Foundation	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	6,000.00
4000-4999: Books And Supplies	Supplemental/Concentration	163,000.00	66,400.00	260,000.00	163,000.00	155,758.00	578,758.00
5000-5999: Services And Other Operating Expenditures	Base	60,000.00	0.00	0.00	60,000.00	60,000.00	120,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental/Concentration	80,000.00	61,600.00	75,000.00	80,000.00	64,000.00	219,000.00
5700-5799: Transfers Of Direct Costs	Supplemental/Concentration	10,000.00	7,000.00	5,000.00	10,000.00	25,000.00	40,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	60,000.00	0.00	0.00	60,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental/Concentration	41,000.00	11,500.00	31,000.00	41,000.00	42,000.00	114,000.00

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

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	853,300.00	728,000.00	874,000.00	853,300.00	889,758.00	2,617,058.00
Goal 2	174,500.00	71,200.00	178,200.00	174,500.00	174,000.00	526,700.00
Goal 3	17,200.00	11,600.00	20,900.00	17,200.00	21,200.00	59,300.00
Goal 4			0.00	0.00	0.00	0.00
Goal 5			0.00	0.00	0.00	0.00
Goal 6			0.00	0.00	0.00	0.00
Goal 7			0.00	0.00	0.00	0.00

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

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources	852,500.00	763,800.00	947,900.00	852,500.00	859,458.00
Base	0.00	0.00	60,000.00	0.00	0.00
Foundation	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00
Supplemental/Concentration	765,500.00	681,300.00	801,900.00	765,500.00	769,458.00
Title 1	85,000.00	80,500.00	84,000.00	85,000.00	88,000.00

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources	60,000.00	0.00		60,000.00	60,000.00
Base	60,000.00	0.00	0.00	60,000.00	60,000.00
Foundation	0.00	0.00	0.00	0.00	0.00
Supplemental/Concentration	0.00	0.00	0.00	0.00	0.00
Title 1	0.00	0.00	0.00	0.00	0.00